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ABSTRACT

This instructional manual provides an approach and planned sequence for teaching a course on methods and materials of vocational counseling. (The course is intended for counselors who are relatively new to the field of vocational counseling or who need to become acquainted with newly developed tools in the field.) Covered first are tools and programs for use in self-assessment to identify suitable occupations and in occupational exploration. The PLACE system, a system that fulfills the employment readiness stage of the career counseling progression, is described. Set forth next are the methods and materials of the Creative Job Search Technique. Two additional programs--one a computerized self-assessment system called CHOICES and the other a curriculum-based vocational counseling program called Creating a Career--are discussed. Each unit on a particular tool or program contains the following: a description of the tool or program; tool or program components; information to be gained from the given source; and an instructional plan that includes a unit objective, materials and preparation required, and instructions for implementing learning activities. Appended are section and final tests and a course outline. (MN)

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METHODS AND MATERIALS OF VOCATIONAL COUNSELLING

INSTRUCTIONAL MANUAL

2ND EDITION

CE 031 841

Occupational and Career
Analysis and Development,
Employment and Immigration Canada

OTTAWA

Employment Services,
Nova Scotia Region,
Employment and Immigration Canada

HALIFAX 1980

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ACKNOWLEDGEMENT

The instructional manual, METHODS AND MATERIALS OF VOCATIONAL COUNSELLING, was developed under the auspices of the Canada Employment and Immigration Commission for an intended Counsellor Training Program on Vocational Development. This program is a project of the Youth Careers Committee, jointly consisting of Nova Scotia Department of Education and Canada Employment and Immigration Commission (Nova Scotia Region) staff.

Out of discussions between D. Stuart Conger, (Director, Occupational and Career Analysis and Development Branch), J.P. LeBlanc, (Director General, Nova Scotia Region, Canada Employment and Immigration Commission), and C.F. Moir, (Deputy Minister, Nova Scotia Department of Education), the need for a comprehensive Training Program in Vocational Counselling was identified. Accordingly, using resources of both C.E.I.C. and the N.S. Department of Education, a series of courses which would constitute such a program was planned and its development commenced. METHODS AND MATERIALS OF VOCATIONAL COUNSELLING, for which this manual was developed, is one such course.

The research and writing of this manual was carried out by Robert E. Thomas for the Employment Services Section, Nova Scotia Region, Halifax, and the Occupational and Career Analysis and Development Branch, Ottawa, of the Canada Employment and Immigration Commission. The assistance of members of these branches was invaluable in the completion of this project.

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INTRODUCTION

The purpose of this instructional manual is to provide an approach and a planned sequence for the teaching of a course on methods and materials of vocational counselling. The course is intended for counsellors who are relatively new to the field of vocational counselling and for those who require a thorough acquaintance with newly developed tools in the field.

The Career Counselling Progression:

The course is presented in accordance with a logical sequence of vocational development, which is divided into four stages:

1. Identification of Suitable Occupations - Using a self-assessment of his/her characteristics (interests, abilities, education and training, etc.), the client identifies occupations that might be suitable in that they fit most of the client's requirements. In this course, the system that fulfils this stage is the Index of Canadian Occupations.

2. Exploring Occupations - In this stage, the client examines a variety of information about his/her occupational possibilities in order to make a thorough assessment of those possibilities and to crystallize an occupational goal. For the fulfillment of this stage, this course examines the following sources of occupational information:

   - Careers Provinces;
   - the Canadian Classification and Dictionary of Occupations;
   - Careers Canada;
   - the Canadian Occupational Forecast;
   - the Forward Occupational Imbalance Listing; and
   - the College and University Program Tables.

3. Employment Readiness - In this stage, the client assesses his/her readiness for employment with respect to his/her occupational goal and the labour market. The client identifies barriers to employment, sets goals to overcome such barriers, examines and chooses from among plans of action and implements the chosen plan(s). In this course, PLACE is the system that fulfils the employment readiness stage of the career counselling progression.

4. Job Search - This stage actually is one of the possible plans of action that may be implemented as a result of PLACE; but, since effective job search skills are an almost universal requirement of participants in the labour market, it is treated as a separate stage in this course. Clients develop effective job search skills through the Creative Job Search Technique program.

Two additional programs incorporate combinations of the above stages. A computerized system, CHOICES, enables clients to identify possibly suitable occupations on the basis of self-assessment (Stage 1); and to find information about specific occupations, compare occupations in various respects and find occupations that are related to others in terms of one or more topics (Stage 2).

Creating A Career is a curriculum-based program of vocational guidance that can be used in schools to help young people to develop self-knowledge and occupational alternatives (Stage 1); to gather and assess occupational information (Stage 2); and to develop effective job search skills (Stage 4). Participants in Creating A Career do not always immediately make occupational choices, but they acquire information-gathering and decision-making skills and they start to think seriously about themselves and the world of work.

The kinds of clients who can benefit from the above process of vocational development include:

- youths who require an orientation to the world of work in order to plan their education and training;
- people entering the labour market from school or the home;
- workers seeking to change occupations or to develop long-range occupational goals;
- the unemployed who require assistance in finding suitable occupations for which opportunities exist or in solving difficulties in finding work in their existing occupations;
- people seeking to confirm occupational goals and plans; and
- people with special needs in finding a place in the labour market (e.g. the handicapped).

The Organization of this Manual:

The vocational counselling tools and their use by counsellors are examined in accordance with the career counselling progression outlined above. Because they form a logical sequence, it is important that they be covered in the order in which they appear in this manual, except CHOICES, which in some circumstances can be covered after Section II instead of after Section IV (See "Note on the CHOICES Unit" below).

There are six sections, one for each of the four stages of the progression and one for each of the multi-purpose programs, CHOICES and Creating A Career. Brief introductions to the instructor describe each of the four stages of the progression. Each section contains one or more units, each of which deals with one of the tools or programs that are part of the section. Except for CHOICES and Creating A Career, there is a discussion exercise for each section in which a stimulus, describing a typical client with needs that could be met through the tools studied in subsequent exercises, is provided. In the sections on the Index to Canadian Occupations, PLACE and Creative Job Search

Technique, the stimulus exercise is closely integrated with the study of the tool or program itself, and thus is included in its unit; in Section II, which covers six tools of occupational exploration, the stimulus exercise appears immediately following the introduction to the instructor as an orientation for students to the second stage of the progression prior to the units on the tools themselves.

Each unit on a particular tool or program is presented as follows:

- Description - a brief description of the tool or program;
- Make-up - a list of the components of which the tool or program consists;
- How it Works - a capsule description of how the tool or program works (except Section II);
- Information Contained - an outline of the kinds of information to be found about occupations by using the tool (Section II):
- Purpose and Role in the Career Counselling Progression - a description of how the tool or program fits into the sequence of vocational development;
- Instructional Plan - containing
    - Unit Objective (and objectives of individual exercises);
    - Preparation that should be carried out by the instructor;
    - Materials Required;
    - Practice and Application.

The Practice and Application part of each unit contains one or more exercises organized as follows:

- Objective;
- Materials Required;
- Instructions for carrying out the exercise with students.

Each Instructional Plan provides any materials that may be of use to the instructor. These materials include background reading on the tool or program; instructional aids such as discussion stimuli and illustrations that can be converted into transparencies for use with overhead projectors; and bibliographies and readings that can be given as handouts to students. In addition, Section II includes a copy of the Occupational Exploration Record Sheet, several copies of which should be provided to each student for use with Units 2-6 of that section.

At the end of each unit is a set of instructions and questions for the evaluation by students of how well they did in the preceding exercises. A discussion approach is intended for the use of these evaluation segments in each unit.

The Sections and Units in this Manual:

The following are the sections and units that are set out in this manual:

Section I: Identification of Suitable Occupations
- Unit 1 - Index to Canadian Occupations (ICO)

Section II: Exploring Occupations
- Unit 1 - Careers Provinces
- Unit 2 - Canadian Classification and Dictionary of Occupations (CCDO)
- Unit 3 - Careers Canada
- Unit 4 - Canadian Occupational Forecast (COFOR) and Forward Occupational Imbalance Listing (FOIL)
- Unit 5 - College and University Program Tables
- Unit 6 - Assessment of Occupational Information
- Unit 7 - Use of Occupational Exploration Tools by Counsellors with Clients

Section III: Employment Readiness
- Unit 1 - PLACE

Section IV: Job Search
- Unit 1 - Creative Job Search Technique (CJST)

Section V: CHOICES

Section VI: CREATING A CAREER

The Use of this Manual:

1. Beginnings

While it is not within the scope of this manual or the course that it outlines, some grounding in the theoretical side of vocational development would be invaluable to students who are given this course. It is assumed that students will have the opportunity to study theories of vocational development elsewhere. However, by way of an overview of such theories as background for a course on methods and materials of vocational counselling, it is recommended that students be asked to read the following selections from the theoretical literature between the first and second meetings of the class:

Tiedeman, D. and O'Hara, R., Career Development: Choices and Adjustment, Princeton, N.J., College Entrance Examination Board, 1963 (especially from p.36 on)

Verma, Dr. Dhirendra, "Contemporary Theories of Career Development and their Implications for the Vocational Educator", Canadian Vocational Journal, Vol. XIV, Number 4 (February 1979), pp. 28-35

After students have completed these readings, it may be desirable to spend some time in class discussing the theories described and relating to them the career counselling progression that is dealt with in this course.

2. Introducing the Course

When introducing the course to students, the following subjects should be dealt with:

- a brief description of the structure of the course and the career counselling progression;
- the kinds of clients that can benefit from vocational counselling;
- a run-down of the materials contained in the package of career counselling tools and programs, which students will require for this course (see list at the end of this Introduction);
- that this course is made up of a number of exercises that call for discussions as well as individual use of the tools and programs and that the success of the course will depend in part on the willingness of students to participate in and contribute to those discussions;
- that, at times, students will be asked to approach the tools and programs from the point of view of clients in order to gain practical experience in their use, while, at other times, they will be asked to put themselves in the position of counsellors in order to learn how to use the materials with clients;
- that, while many of the exercises will be done entirely in class, from time to time certain work will be required to be carried out at home (e.g. readings in preparation for upcoming exercises, completion of activities not finished in class, practice to reinforce class activities);
- the structure of tests and exams and the value of each in determining the final grade.

In addition, the importance of regular attendance should be emphasized, since the course involves a logical sequence and a missed class will often mean a gap in the student's understanding of that sequence; nor will it be possible to fill in such a gap through reading and study, since much will be covered in class discussions.

3. Instructor's Relationship with Students

Since this course makes extensive use of a discussion approach to the materials, it is important that students feel comfortable and able to discuss freely. Thus, it is important to break the ice and put students at ease from the outset. The techniques employed by CJST group leaders might be of use in establishing this rapport. Students should be encouraged to discuss freely and offer their own viewpoints; thus, they should be made aware that the instructor is not a source of omniscient wisdom, but someone who will simply raise points for consideration and discussion and generally moderate things so that each person will have an opportunity to contribute and so that progress through the various topics will be maintained.

4. Class Size

Because this course calls for discussions in most of its exercises, it is important that the number of students be conducive to discussion situations; thus, a group of 7-12 students is recommended, but there should be no more than 15. Too small a group will often inhibit discussion, while too large a group may prevent some students from having an adequate opportunity to participate.

5. Discussions

In addition to the points made under #3 above, the following are important in conducting discussions:

- the instructor should avoid taking strong positions, since this will intimidate students from expressing their own viewpoints and hinder discussion;
- the role of the instructor in discussions is that of an animator, guiding discussions, asking questions, making suggestions and stimulating ideas and contributions on the part of students;
- techniques such as silence and playing "devil's advocate" are often useful in provoking discussion;
- the instructor must guide discussions without inhibiting them, while at the same time controlling the progress and direction of the discussions and the course;
- instructors should examine "Theoretical Considerations on Groups" in the unit on Creative Job Search Technique (Section IV, Unit 1), as well as the readings on the Group Counselling Bibliography in the same unit, for background on the leading of group discussions.

6. Progress Through the Course

The pace at which the course is conducted will depend on the amount of time that is available for each meeting of the class and the number of meetings that are scheduled. The amount of territory to be covered in each meeting thus will have to be determined on an ad hoc basis by the instructor. Some exercises will take longer than others and different groups will need to proceed at different paces. Sometimes two or more exercises might be done at one meeting (e.g. the stimulus exercise and Exercise 1 in the unit on the Index to Canadian Occupations); other exercises may require more than one meeting. However, since there are 35 exercises, a normal half-course would need to cover an average of 3 exercises per week. Note that some exercises require out-of-class reading and preparation and thus should not normally be combined with the preceding exercise in one meeting (e.g. Exercise 4 of the unit on PLACE). See the sample course outline in Appendix B of this manual.

7. Note on the CHOICES Unit:

When and how the unit on CHOICES is covered depends on circumstances. It is included as part of a supplement to this manual, but this does not necessarily mean that it should be covered near the end of the course. Since the CHOICES unit calls for extensive hands-on use of a computer terminal, the critical factor is the availability of terminals in relation to the number of students.

If simultaneous access to a terminal for about every four students (or less) can be obtained, it is recommended that the CHOICES unit be covered after the unit on Creative Job Search Technique; in this way the basic four-stage career counselling progression can be established uninterrupted before the two programs that combine stages are examined.

If simultaneous access to terminals for the entire class cannot be obtained, it is recommended that the class be divided into two or more groups that will cover CHOICES one after the other. While one group completes the CHOICES unit, the other(s) will need to cover other material; thus, one logical point at which to give the CHOICES unit to the first group is after Section II, when the first two stages of the progression have been established and the units on PLACE and other programs can be completed by the other group (s) before taking the CHOICES unit in turn. This approach can be rather complicated, since it involves giving CHOICES and other units repeatedly and it requires more than one instructor (unless the scheduling can be juggled). If (one hopes) only two groups are required, it is recommended that the simultaneous instruction on different units should not begin until after all four stages of the progression have been established; the CHOICES unit can then be given simultaneously with the one on Creating A Career and the class does not need to be split until near the end of the course. The division of the class into groups for simultaneous instruction should not be done unless necessary.

8. Flexibility of Exercises

As much as possible, the completion of the exercises should be flexible. As pointed out in #6 above, some exercises can be combined in one meeting, while others might be extended over more than one meeting. In addition, certain of the individual activities might be completed out of class in order to gain more class-time for discussion and other activities. Issues that are not specifically mentioned in the exercises as outlined in this manual might be discussed nevertheless, if desired and appropriate. What is important, however, is that students get adequate hands-on experience with each of the tools and programs covered in the course; one of the basic assumptions behind the design of this course is that counsellors must experience the tools and programs of vocational counselling as clients before learning how to use them as counsellors. It is also important that each student is given an adequate opportunity to participate in the discussions that take place.

9. Overhead Transparencies

Printed versions of the overhead transparencies that are called for in the exercises in this manual are provided in the appropriate units. Transparencies can be made by running the printed versions through a transparency machine. Since this would require the removal of the printed versions from this manual, it is suggested that photocopies of the appropriate illustrations be run through the transparency machine to prevent the dismembering of the manual.

10. Evaluations

At the end of each unit, there is a set of questions designed to enable students to evaluate whether they met the objectives of the unit and how well they did so. Most of the questions call for answers of YES or NO. Students who answer NO to any of these questions should notify the instructor so that arrangements can be made for extra instruction and/or practice. Such arrangements can include supplementary practice at home, the use of tools and programs with friends and/or family in the role of clients, and special sessions with the instructor and/or other students, as appropriate.

Terms Used in this Manual:

In order to prevent confusion, the following definitions of terms used frequently in this manual are presented:

client:	a person who, in actual practice, would use the tools and programs described in this course as aids in his/her vocational development.
counsellor:	a person who, in actual practice, helps clients in their vocational development by introducing and administering the tools and programs in this course.
instructor:	the person who teaches this course to students.
student:	a person, either a counsellor or counsellor-to-be, who is learning about the tools and programs in this course by completing the exercises. In these exercises, students are often asked to play the roles of counsellors and clients.
user:	a client or student who uses the tools and programs for vocational development, as outlined in this course.

Source of the Tools and Programs Covered in this Manual:

All of the vocational counselling tools and programs covered in this course were developed by the Canada Employment and Immigration Commission. Except for COFOR and FOIL, each of the tools and programs were created by the Occupational and Career Analysis and Development Branch. COFOR and FOIL were created by the Strategic Policy and Planning Branch.

STUDENT'S PACKAGE OF VOCATIONAL COUNSELLING TOOLS AND PROGRAMS

Each student who takes the course on methods and materials of vocational counselling should have the following package of materials. Index to Canadian Occupations - 6 booklets of occupation lists by:

Interests
Temperaments
Abilities
Physical Activities
Environmental Conditions
Education and Training Routes;

- Occupational Exploration Questionnaire;
- Aid in Using the Occupational Exploration Questionnaire;
- Grid-Aid to Occupational Choices;
- Master List of Cluster and Occupation Codes;
- Index to Careers Provinces and Careers Canada by ICO Cluster;
- Counsellor's Guide to the ICO.

Careers Provinces - a complete set of up-to-date occupational fact sheets for the province in which the course is being given (e.g. Careers Nova Scotia).

Canadian Classification and Dictionary of Occupations -

- Volume I;
- Volume II;
- "...Knowing the CCDO";
- "...Coding by CCDO".

Careers Canada - a complete set of Careers Canada booklets (34).

COFOR and FOIL - COFOR booklet for the province in which the course is being given;
- COFOR booklet for the region in which the course is being given (optional; if appropriate);
- COFOR booklet for Canada (optional);
- FOIL (most recent edition).

College and University Program Tables - most recent set.

Occupational Exploration Record Sheet (from this manual).

"Guiding Clients in Exploring Occupational Possibilities" (from this manual).

PLACE - PLACE Workbook;
- PLACE Sourcebook on Working;
- PLACE Directory of Employment-Related Programs and Services;
- Bibliography - Employability Problem-Solving (from this manual);
- PLACE Counsellor's Guide

CJST - Creative Job Search Technique Is ... 1, 2, 3;
- Creative Job Search Technique: Women Returning To Work;
- Bibliography - Job Search (from this manual);
- Bibliography - Group Counselling (from this manual);
- "How a Session is Conducted and Practical Suggestions" (from this manual);
- "Theoretical Considerations on Groups" (from this manual).

CHOICES - CHOICES Counsellor's Manual;
- CHOICES Travel Guide;
- A Handbook of CHOICES;
- CHOICES Master List of Factors.

Creating A Career - Instructor's Manual;
- Student's Workbook;
- A Career Planning Guide;
- A Job Search Guide
- Creating A Career: Background - Problems and Needs, Development (from this manual);
- Creating A Career: Curriculum Outline (from this manual);
- Creating A Career: Program Materials (from this manual).

SECTION I

UNIT I

SELF-ASSESSMENT FOR IDENTIFYING SUITABLE OCCUPATIONS

INDEX TO CANADIAN OCCUPATIONS

Introduction to Instructor:

The first problem that most people encounter in preparing to enter the world of work is to choose an occupation. However, how to go about choosing an occupation and what considerations (needs and wants) are important are questions that those people do not know where to begin to answer. One way of finding suitable occupations is the Index to Canadian Occupations.

Description: The Index to Canadian Occupations (ICO) is a system that helps users to identify occupational goals according to their self-assessments of their interests, abilities and other characteristics.

Make-up of the ICO:

The Index to Canadian Occupations (ICO) is a set of the following materials:

a) the Occupational Exploration Questionnaire (OEQ);
b) the Aid in Using the Occupational Exploration Questionnaire;
c) 6 booklets of occupation lists organized by
    - Interests
    - Temperaments
    - Abilities
    - Physical Activities
    - Environmental Conditions
    - Education and Training Routes;

d) the Grid-Aid to Occupational Choices;
e) the Counsellor's Guide;
f) the Index to Careers Provinces and Careers Canada by ICO Cluster;
g) the Master List of Cluster and Occupation Codes.

How the ICO Works:

From the Occupational Exploration Questionnaire, clients choose characteristics that they feel describe them or the kind of work they'd like. Then, they choose occupations that attract them from lists that correspond with the characteristics they chose. Their choices of characteristics and occupations are recorded on the Grid-Aid to Occupational Choices, which helps users to tabulate the frequency with which their occupation selections fit their characteristics. The occupations that appear often (i.e. fit several characteristics) are probably the most suitable and would be worth exploring further.

Purpose and Role of the ICO in the Career Counselling Progression:

The ICO fulfills the first stage of the career counselling progression: identification of suitable occupational goals. These occupations can then be explored in detail in the second stage of the progression. Thus, the ICO provides the occupational goal that is a prerequisite to the effective use of occupational information in that it presents the client with one or more starting points in approaching that information. It also starts clients thinking in an organized way about their various needs and wants in finding a suitable occupation.

Instructional Plan:

A. Unit Objective: To identify suitable occupational possibilities according to each student's self-assessment of his/her work characteristics and to introduce and use this method of occupational choice with clients.

Exercises: Stimulus: To formulate a means for choosing careers.

1: To develop a self-profile (self-assessment) by choosing characteristics that describe you or the kind of work you'd like from the Occupational Exploration Questionnaire.
2: To identify suitable occupations by finding out which ones correspond with the characteristics chosen from the Occupational Exploration Questionnaire.
3: To introduce the Index to Canadian Occupations to a client and explain how to use it.

B. Preparation: Use the Index to Canadian Occupations (ICO) yourself, referring to the Counsellor's Guide for directions. Choose characteristics from the Occupational Exploration Questionnaire (OEQ), select interesting occupations from the corresponding lists, record your choices on the Grid-Aid to Occupational Choices and identify the occupation(s) that fit(s) the most characteristics. Use the "Aid in Using the Occupational Exploration Questionnaire" to make at least some of your choices of characteristics from the OEQ. Be prepared to discuss what an interest, temperament, ability, etc. is by referring to the Canadian Classification and Dictionary of Occupations (CCDO) and the "Aid in Using the OEQ". Be ready to explain why you chose some of the characteristics and occupations that you did.

Prepare a sample of a completed Grid-Aid for distribution to students, and transparencies for use with an overhead projector as listed below under "Materials Required". Printed versions of these samples are contained in this manual.

C. Materials Required: A complete set of the Index to Canadian Occupations for each student (if necessary, the ICO booklets and other components can be shared, but each student should have copies of the Occupational Exploration Questionnaire and the Grid-Aid to Occupational Choices);

Overhead projector;

Overhead transparencies of:

- the six sections of the Occupational Exploration Questionnaire;
- a sample page from the "Aid in Using the Occupational Exploration Questionnaire";
- a completed Grid-Aid; and
- a sample list of occupations from one of the six ICO booklets; (Printed versions of all transparencies are provided in this manual).

Canadian Classification and Dictionary of Occupations, Vols I & II;

a flip-chart.

INTEREST FACTORS

(ORANGE BOOKLET)

Which of the following ten activities interest you? Choose as many as you wish and mark your choices on the Grid-Aid to Occupational Choices.

Code		Interest in:
Int. 1		Working with things, numbers and objects (rather than people or animals), including making and repairing things and finding out how things work.
Int. 2		Business contact with people — in things like organizing, interviewing, persuading, selling, giving information and supervising.
Int. 3		Working in routine, concrete and organized duties, including detailed work according to an established procedure.
Int. 4		Helping other people through your work, including the improvement of the social welfare of others.
Int. 5		Work that gives you the respect of others.
Int. 6		People and communicating ideas about people. Personal contact is not necessarily involved.
Int. 7		Doing scientific (natural or social sciences) or technical work. This includes work involving analysis, testing and creating theories based on facts.
Int. 8		Doing abstract and creative work. This includes originating designs, finding new solutions to old problems, looking for broad meanings and creating theories based on abstract concepts.
Int. 9		Working with machines, equipment and processes, where getting along with people is not very important.
Int. 0		Doing work where you can see clearly and immediately the results of your efforts.

TEMPERAMENT FACTORS

(YELLOW BOOKLET)

Temperaments relate to situations either in which you feel comfortable or to which you can easily adapt.

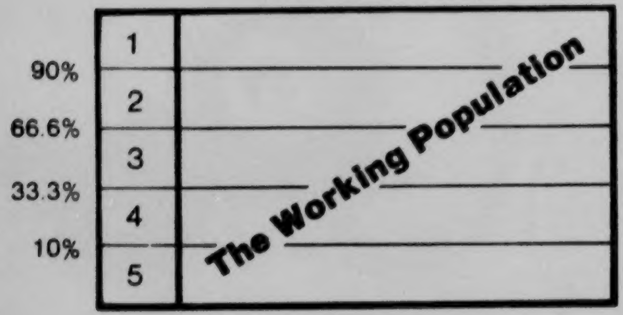
Which of the following work activities or situations appeal to you the most? Choose as many as you wish and indicate your choices on the Grid-Aid to Occupational Choices.

Code		Requires:
T. 1		Many duties which change often, including shifting to a second activity before completing the first and unexpected pressures and situations.
T. 2		Duties that are repeated often and regularly according to set procedures — regular, uncomplicated routine.
T. 3		Following exact orders given by someone else, where planning and making decisions on your own are not required.
T. 4		Directing, controlling and planning entire activities or the activities of others.
T. 5		Dealing with people who are customers or clients frequently and in depth, including gaining the co-operation of people with whom you work.
T. 6		Working alone most of the time, where you are required to keep mentally occupied with your own thoughts and observations.
T. 7		Influencing people's opinions, attitudes and judgements about ideas or things.
T. 8		Performing in stress and risk situations, including exhibiting calmness and self-control in dangerous conditions and keeping your emotions under control.
T. 9		Making judgments based on your own personal **knowledge or experience.**
T. 0		Judging concrete information against measurable standards, where the evidence can be reproduced and checked.
T. X		Making judgments about ideas or facts based on your own **feelings or values.**
T. Y		Attaining exact standards and or achieving set goals by applying strict rules and procedures, including striving for perfection and dealing carefully with details.

ABILITY FACTORS

(PURPLE BOOKLET)

Which of these abilities do you want to use in your future work? **Choose only as many as you wish** and indicate, after studying the model below, where you think your level of ability lies compared with the entire working population.



This is the top 10%. If you place yourself here for any ability give yourself a one (1).

This is the upper third, not including the top 10%. If you place yourself here for any ability give yourself a two (2).

This is the middle third. If you place yourself here for any ability give yourself a three (3).

This is the lowest third, not including the lowest 10%. If you place yourself here for any ability give yourself a four (4).

This is the lowest 10%. If you place yourself here for any ability give yourself a five (5).

Choose from these job characteristics, marking the number of the level above its code on the Grid-Aid to Occupational Choices. When you look at the occupational lists, look at the list for the level you have indicated and **at least** one level lower.

Code	Level	The ability to:
G		Learn, understand, reason.
V		Understand and use words to express ideas and information.
N		Work quickly and accurately with numbers.
S		Picture shapes in space.
P		See slight differences in shape, size and detail of objects or pictures.
Q		Quickly check numbers and words for accuracy.
K		Coordinate eye and hand movements; for example, when hitting a golf ball or threading a needle.
F		Move small objects rapidly and accurately with fingers.
M		Move hands skillfully and easily; for example, when handling small tools or weaving.
E		Coordinate hand and foot movements in response to visual signals; for example, when driving a car.
C		Recognize similarities and differences between colours (and shades).

PHYSICAL ACTIVITIES

(RED BOOKLET)

Which of these activities are you willing to do as a normal part of your day's work? Choose **one** of the first four and any others that interest you. Indicate your choices on the Grid-Aid to Occupational Choices.

Note carefully your reactions to these activities, especially those with the "PA" code. There may be some you wish to avoid. In reading occupational descriptions or considering any particular occupation, check that activities you wish to avoid are not required.

Code		Work which requires you to
S		Sit most of the time and occasionally lift objects weighing less than 10 pounds (5 kilograms).
L		Lift a maximum of 20 pounds (10 kilograms) and frequently lift and/or carry 10 pound (5 kilogram) objects.
M		Lift a maximum of 50 pounds (23 kilograms) and frequently lift and/or carry 20 pound (10 kilogram) objects.
H		Lift a maximum of 100 pounds (45 kilograms) and frequently lift and/or carry objects weighing up to 50 pounds (23 kilograms).
PA2		Climb and/or balance (for example, on scaffold or ladders).
PA3		Stoop, kneel, crouch or crawl in cramped areas.
PA4		Reach, handle or feel objects.
PA5		Communicate information to others by speaking accurately and clearly.
PA6		Hear what others are saying or recognize differences in sound.
PA7		See clearly the characteristics of objects

ENVIRONMENTAL CONDITIONS

(GREEN BOOKLET)

Under which of these conditions would you be willing and able to work? Choose as many as you wish and indicate your choices on the Grid-Aid to Occupational Choices at the back of this booklet.

Note carefully your reactions to the conditions with the "EC" code, as these conditions may be ones you wish to avoid. In reading occupational descriptions or considering any particular occupation, check that the conditions you wish to avoid do not apply.

Code		Work which is done:
I		Inside (protected from weather conditions, but not necessarily from temperature changes).
O		Outside (No effective protection from weather).
B		Both inside and outside (approximately equal amounts of inside and outside work).
EC2		In extremes of cold with temperature changes.
EC3		In extremes of heat with temperature changes.
EC4		In wet or humid conditions.
EC5		Near noise or vibration.
EC6		In situations where there is a definite risk of injury.
EC7		In situations involving dust, fumes, odour, mists, gases, or poor ventilation.

EDUCATION and TRAINING ROUTES

(BLUE BOOKLET)

Mark the level of education and/or training you (1) have now if you have completed your education, **or** (2) the level you plan to achieve before getting a job. Indicate your choice in one of the columns marked "Education and Training Routes" on the Grid-Aid to Occupational Choices.

When you look at the lists of occupations, look at the list for the level which you have checked and at **least** the next lower level. It may also be useful to look at higher levels which you may be willing to attain.

Code		Routes
ETR. 1		Up to 9 years of education.
ETR. 2		10 years of education.
ETR. 3		High school graduation.
ETR. 4		Apprenticeships - regulated by provinces and other organizations (2-5 years in length).
ETR. 5		Vocational/trade school or institute of technology (1 year or less in length).
ETR. 6		Community college (or CEGEP), institute of technology or vocational trade school (more than 1 and up to 3 years in length).
ETR. 7		Diplomas or certificates at the undergraduate university level (1-2 years in length).
ETR. 8		3-5 years of university (undergraduate degree - including professional degree). Previous university study is **not** required
ETR. 9		Graduate or professional university programs (4 or more years of university in total). Previous university study is **always** required.

INTERESTS

6. PEOPLE AND THE COMMUNICATION OF IDEAS ABOUT PEOPLE:

PEOPLE AND COMMUNICATING IDEAS ABOUT PEOPLE. PERSONAL CONTACT IS NOT NECESSARILY INVOLVED. PREFERENCE FOR WORK WHICH DEALS WITH THE SUBJECT OF PEOPLE.

QUESTIONS:

DO YOU LIKE FOLLOWING EVENTS IN THE NEWS?

DO YOU LIKE HEARING PEOPLE TALK ABOUT THEMSELVES, THEIR ACTIVITIES AND THEIR IDEAS?

DO YOU LIKE THEORIZING ABOUT PEOPLE AND THEIR BEHAVIOUR?

DO YOU LIKE TO WRITE, SPEAK OR PORTRAY ROLES ABOUT PEOPLE?

DO YOU LIKE TO ATTEND PUBLIC HEARINGS?

ARE YOU INTERESTED IN SOCIAL PLANNING?

DO YOU LIKE SUBJECTS SUCH AS SOCIOLOGY, PSYCHOLOGY, HISTORY, ANTHROPOLOGY, LITERATURE, LANGUAGES, LAW, POLITICAL SCIENCE, ECONOMICS, HUMAN BIOLOGY, MEDICINE, PHILOSOPHY AND RELATED FIELDS?

SAMPLE OF COMPLETED GRID-AID

ICO

With this Grid-Aid you can see at a glance which occupations fit most of your needs.

FREQUENCY

INTERESTS

1. Things and Objects
2. Business Contact with People
3. Routine, concrete and organized work
4. Working for people for their presumed good as in the social welfare sense, or for dealing with people and language in social situations
5. Work resulting in prestige or esteem of others
6. People and Communication of Ideas
7. Scientific and Technical Work
8. Abstract and creative work or experiences
9. Non-social work, carried on in relation to processes, machines, and techniques
0. Work resulting in tangible, productive satisfaction

ABILITIES

G General Intelligence
V Verbal Ability
N Numerical Ability
S Spatial Perception
P Form Perception
Q Clerical Perception
K Motor Co-ordination
F Finger Dexterity
M Manual Dexterity
E Eye-Hand-Foot Co-Ordination
C Colour Discrimination

Aptitude Levels
(in terms of working population)
1. Upper 10%
2. Upper Third Exclusive of the Highest 10%
3. Middle Third
4. Lowest Third Exclusive of the Lowest 10%
5. Lower 10%

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CODES	**TITLES**		1	2	3	④	⑤	⑥	7	⑧	9	⓪	Ⓖ	Ⓥ	N	S	Ⓟ	Q	K	F	M	E	Ⓒ	S L M H
2391	EDUCATIONAL & VOCATIONAL COUNSELLOR	12				✓	✓	✓					✓	✓										
2711-B	UNIVERSITY TEACHER	11				✓	✓	✓					✓				✓							
3337	RADIO & TV ANNOUNCER	11					✓	✓					✓	✓										
3351-B	WRITER, PUBLICATION	14						✓		✓			✓	✓										

1115	POSTMASTERS
1130	GENERAL MANAGERS AND OTHER SENIOR OFFICIALS
113/114	OTHER MANAGERS AND ADMINISTRATORS
1173	ORGANIZATION AND METHODS ANALYSTS
1174	PERSONNEL AND RELATED OFFICERS
1175	PURCHASING OFFICERS AND BUYERS, NON-WHOLESALE OR RETAIL
2131-B	AGRICULTURISTS AND RELATED SCIENTISTS
214/215C	INDUSTRIAL AND ENVIRONMENTAL ENGINEERS
2141	ARCHITECTS
2311	ECONOMISTS
2313	SOCIOLOGISTS, ANTHROPOLOGISTS AND RELATED SOCIAL SCIENTISTS
2315	PSYCHOLOGISTS

........(CONTINUED)

INTEREST 6, PEOPLE IN THESE OCCUPATIONS ARE USUALLY INTERESTED IN WORKING WITH PEOPLE AND COMMUNICATING IDEAS.

D. Stimulus

George felt trapped; he felt lost; he felt a little bitter. He wasn't happy in his work and he wondered whether he ever would be happy. Sometimes George didn't have any work at all, which would have been all right by him, since his work never had been anything for him to rejoice about; but when he didn't have any work, he didn't have any money coming in either.

When George went looking for work, he would be asked what kind of work he wanted. He wouldn't know. He'd answer, "What work can you give me?" When his interviewer would ask him what he could do, he would mention some of the things he'd done before, which wasn't to say that George particularly liked those things, or even that he was especially good at them. Some things that he'd done were better than others: he hadn't minded that job he'd had in the store too much, but the one in the plant had been deadly.

George knew that some people enjoyed their work and had a good idea of what they wanted. They had been lucky; they had been given some breaks. George was filled with envy; it didn't seem fair, but he didn't know what he could do about it. He wondered what those others had done differently.

Sometimes it seemed to George that his life was like those big, frozen troughs with the high, icy sides that he'd seen bobsleds speed down on television; you go wherever it leads with almost no control over the situation. Certainly, school had been like that. In places, the trough had widened and he'd had some choice in the courses he could take; but, he hadn't known how to go about making those choices or what things he should have thought about so that he could decide. So, he had taken courses because friends took them or because they were said to be not too hard. When George finished school, the trough suddenly had become immeasurably wide. What did he want to do? Which way did he want to go? How could he decide? George hadn't known where to start to answer those questions. He still didn't.

George took jobs because he could get them. He took them because they were jobs, not because the work that they involved attracted him all that much. He couldn't say that these were things that he'd do if he didn't have to worry about making an income. Certainly, those jobs weren't part of anything bigger, any direction that George could say he wanted his working life to follow. Sometimes George wondered where all this was leading; he wondered whether it was leading anywhere.

Objective: To formulate a means for choosing careers.

Materials Required:

1. Flip-chart;
2. Above stimulus for presentation
   - (a) orally;
   - (b) on tape;
   - (c) as an audio-visual show; or
   - (d) as a hand-out.

Instructions:

1. Write the objective on the flip-chart and briefly introduce the exercise by explaining that career planning is an issue with which most people have to grapple, but which many do not know how to do. Yet, there are ways of going about it and the purpose of this exercise is to formulate such a means for career planning.

2. Present the stimulus provided above. You can either read it aloud, play it on a tape that you have prepared, pass it out as a hand-out for the students to read, or present it as an audio-visual show with slides that you have prepared. Encourage students to take notes on the details in the presentation that suggest problems in career planning or ways of going about it.

3. Lead a discussion of the presentation. Ask students what questions about career planning were suggested. What did George need to do in order to plan his working life? Make sure that the need to take an organized approach to examining possible occupations and the need to decide what considerations are important in doing so are discussed.

4. Ask students what kinds of considerations are important in planning a career. Criteria such as interests, temperaments, abilities, physical activities, environmental conditions and education and training should be mentioned and discussed if they are not suggested by the students.

5. Discuss the ways of identifying the above criteria and using them to find suitable occupations. For example, how can one find out what one's work interests are and what occupations fit them? Testing is one method; self-assessment is another. Focus on self-assessment as a means of achieving these ends.

6. Briefly introduce the Index to Canadian Occupations (ICO) as the tool for choosing occupational goals that will be examined. Explain that the ICO enables users to match occupations with characteristics that they have chosen from among 61 contained in a questionnaire, called the Occupational Exploration Questionnaire (OEQ). The characteristics that are used in the ICO are to do with interests, temperaments, abilities, physical activities, environmental conditions and education and training routes. Point out that there are more than 500 occupational clusters, containing over 4200 individual occupations, in the

ICO. Mention that the ICO is based on the Canadian Classification and Dictionary of Occupations (CCDO), a detailed classification and analysis of occupations that is covered elsewhere in this course. Explain what the ICO consists of, including the "Master List of Cluster and Occupation Codes" and the "Index to Careers Provinces and Careers Canada by ICO Cluster", which help users to find information about occupations that they have chosen by using the ICO. Mention that there is a booklet of occupation lists for each section of the OEQ; there is a list of occupations for each characteristic in the OEQ; and the occupations on each list are arranged in numerical order of their occupation codes. (There is a sound-slide show that you can use at this juncture to give an overview of the ICO. Its use is recommended. It can be obtained from the Counselling Development Sections of regional offices of the Canada Employment and Immigration Commission.)

7. Introduce the exercises on the use of the ICO by explaining that the first step will be to do a self-assessment using the Occupational Exploration Questionnaire.

E. Practice and Application:

Exercise 1:

Objective: To develop a self-profile (self-assessment) by choosing characteristics that describe you or the kind of work you'd like from the Occupational Exploration Questionnaire.

Materials Required:

1. Occupational Exploration Questionnaire (OEQ);
2. Aid in Using the Occupational Exploration Questionnaire;
3. Grid-Aid to Occupational Choices;
4. Overhead projector;
5. Overhead transparency of a completed Grid-Aid;
6. Overhead transparencies of the six sections of OEQ and a sample page from the "Aid in Using the OEQ";
7. Flip-chart.

Instructions:

1. Write the objective on the flip-chart and discuss what it entails.
2. Using overhead transparencies of the sections of the OEQ, demonstrate how to choose characteristics from each section of the questionnaire.

3. Explain that if the student is unsure of which characteristics to choose, the "Aid in Using the OEQ" will help him/her to decide. Using the transparency of a sample page from the "Aid in Using the OEQ", show how the questions and expanded definitions for each characteristic can help users to make choices. Mention that each characteristic in the OEQ describes one aspect that an occupation might have; occupations usually have other aspects described by other characteristics, as well.

4. Give an example of one or two characteristics that you would choose and explain, with the help of the "Aid in Using the OEQ", why you chose them.

5. Using the overhead transparency of a completed Grid-Aid, demonstrate how to record choices of characteristics by circling their numbers on the Grid-Aid.

6. Explain that the OEQ is not a test and that the user alone decides which characteristics best describe him/her. Emphasize that the student can choose as many or as few characteristics as s/he wants; the student should feel free to change his/her mind; and the student should take his/her time.

7. Ask students to do their own self-assessments, using the OEQ, the "Aid in Using the OEQ" and the Grid-Aid. Be available to answer any questions that arise. (If desired, students can work in twos

or threes to help and reinforce each other, and to discuss their choices, but since users often gain a sense of privacy and confidentiality from working alone, individual use of the OEQ may be preferable.)

8. After students have completed the OEQ, discuss what they found out and what they learned about themselves. For instance, a student may have discovered that s/he really isn't interested in work that relates to people, but prefers things and objects; or the student may have realized that s/he is better than average at working with numbers. The student also may have found out that certain characteristics that s/he hadn't thought about before are important to occupations.

9. Ask about difficulties that students may have encountered. Discuss whether they feel they have developed accurate self-profiles of their work needs and wants. For example, students may have doubts about the accuracy of their self-ratings for abilities; point out that the General Aptitude Test Battery (GATB) can be used to help them check and confirm their own ratings. Suggest that certain characteristics may conflict with each other and that students may want to double-check their choices in this respect; but, if a student does find that s/he has chosen characteristics that seem to conflict, s/he needs only to confirm the choices and not necessarily to change them. (A table of "Factors that Tend to Conflict" is provided in the Counsellor's Guide, p. 16.)

10. Briefly introduce the next lesson by saying that the next step will be to match the characteristics that students have chosen with occupations.

Reference: Counsellor's Guide to the Index to Canadian Occupations

Exercise 2

Objective: To identify suitable occupations by finding out which one correspond with the characteristics chosen from the Occupational Exploration Questionnaire.

Materials Required:

1. Grid-Aid to Occupational Choices, showing choices of characteristics from the Occupational Exploration Questionnaire (as completed in Exercise 1);
2. 6 ICO booklets of occupation lists
    - Interests
    - Temperaments
    - Abilities
    - Physical Activities
    - Environmental Conditions
    - Education and Training Routes;
3. Overhead projector;
4. Overhead transparency of a completed Grid-Aid;
5. Overhead transparency of a sample list of occupations from one of the six booklets;
6. Canadian Classification and Dictionary of Occupations, Volumes I and II;
7. Flip-chart;
8. Occupational Exploration Questionnaire.

Instructions:

1. Write the objective on a flip-chart and briefly explain that this will be achieved by looking up lists of occupations that correspond with the characteristics that students chose in the last exercise. Remind students that the lists of occupations according to the characteristics are based on the ratings in the Canadian Classification and Dictionary of Occupations (CCDO).

2. State that there are six different booklets of occupation lists, one for each section in the Occupational Exploration Questionnaire. Within each booklet, there is a list of occupations for each characteristic in the corresponding section of the OEQ. Each list of occupations is in numerical order of the occupation codes.

3. Using a characteristic from the OEQ, demonstrate how to find the corresponding list of occupations.

4. Using the overhead transparency of a sample list of occupations, demonstrate how to choose occupations. Point out that only the occupations that attract the student should be chosen. Explain that, in the case of the Abilities booklet, students should use only that part of each list that corresponds with the level for which they rated themselves when using the OEQ, and the next level below it. (Someone with Level 2, for example, should be able to work in occupations that only require Level 3 of the same ability.)

5. Using the tranparency of a completed Grid-Aid, demonstrate how to record choices of occupations on the Grid-Aid. Be sure to explain to students that they will make the best and most accurate use of the ICO if they make a separate entry on the Grid-Aid for each cluster in an occupation group (e.g. 1171-A, 1171-B, 1171-C. See Counsellor's Guide, p. 27). Use the flip-chart to illustrate this point.

6. Demonstrate how to fill in the FREQUENCY column on the Grid-Aid by adding up the number of checkmarks beside each occupation. Explain that the occupations that appear often and have high totals in the FREQUENCY column are probably the most suitable, because they match many characteristics.

7. Ask students to choose occupations that interest them from the lists of occupations that correspond with the characteristics that they chose in Exercise 1. They should then fill in the FREQUENCY column on their Grid-Aids, as demonstrated. (If necessary, you can ask students to use only some of the lists that correspond with their choices of characteristics so that you can save time. However, the best way to understand the ICO and to see how it works is to actually use it. Therefore, the better the opportunity that students have to make a complete use of the ICO, the better their understanding will be and the more complete their results will be.) If needed, the booklets of occupation lists can be shared. When possible, allow students to complete at home what they do not finish when using the ICO in class.

8. Be available to answer any questions that arise. If students do not understand some of the occupation titles, show them how to look up occupation descriptions in the Canadian Classification and Dictionary of Occupations.

9. After students have finished reading through the lists and filling in the Grid-Aid, ask them whether there are any characteristics that they chose from the OEQ that they feel are indispensable. Give an example, such as Environmental Condition "I", Inside Work. Ask students to check the occupations that they chose to make sure that each one involves any indispensable characteristics; any occupations that do not should be eliminated.

10. Ask students to refer to the Occupational Exploration Questionnaire to find out whether there are any characteristics that they wish to avoid. Give an example, such as Physical Activity "6", Hearing, which a deaf person would need to avoid. (The decision to avoid a certain characteristic can be based on preference, as well as on a handicap.) Ask students to look up the lists of occupations that correspond with any characteristics to be avoided to see whether any of the occupations that they chose appear on those lists; any occupations that do should be eliminated.

11. Discuss what students found out and what they learned about themselves in using the lists of occupations. For instance, did they discover occupations that they had not realized might be suitable for them? Did they confirm occupation choices that they may have had already? Did they find out that certain occupations in which they previously may have been interested were not as suitable as they may have thought?

12. Conclude the lesson by explaining that the next step is to explore possibly suitable occupations further, using a variety of occupational information that will be examined later. First, though, the way in which a counsellor uses the ICO with clients will be studied.

Reference: Counsellor's Guide to the Index to Canadian Occupations

Exercise 3

Objective: To introduce the Index to Canadian Occupations to a client and explain how to use it.

Materials Required:

1. Occupational Exploration Questionnaire;
2. Grid-Aid to Occupational Choices;
3. 6 ICO booklets of occupations lists
   - Interests
   - Temperaments
   - Abilities
   - Physical Activities
   - Environmental Conditions
   - Education and Training Routes
4. Aid in Using the Occupational Exploration Questionnaire;
5. Counsellor's Guide to the Index to Canadian Occupations;
6. Flip-chart.

Instructions:

1. Write the objective on the flip-chart and ask students to suggest why a proper introduction to the ICO to a client by a counsellor might be important. Possible reasons are:

   (a) to make the client aware of the ICO and what it can help him/her to do;
   (b) to ensure that the client understands how to use the ICO to the best advantage;
   (c) to assure the client that the ICO is not a test and that only the client knows what choices are best for him/her; etc.

2. Ask students to read pages 2-12 of the Counsellor's Guide. When they have finished, ask them to go back over what they have just read to make a checklist of the points that should be covered in introducing the ICO to a client. (An example of such a checklist follows this exercise.) Students should consider both the Counsellor's Guide and what they remember of the way you introduced the ICO to them in the previous exercises, when making their checklists.

3. Ask students to choose partners for the next part of the exercise.

4. Making sure that the pairs of students are spaced around the room so that they will distract each other as little as possible, ask students to introduce the ICO to their partners as if they were clients. Emphasize that they should make sure that their partners are told everything that a client would need to know in order to use the ICO properly. Suggest to them that they might want to read through their checklists before introducing the ICO, but that they should try not to look back to their checklists once they have started their introductions.

5. When half of the students have finished introducing the ICO, ask their partners to do the same.

6. Ask the partners to tell each other whether they introduced the ICO clearly so that how to use it was easy to understand. Ask them to mention which points were explained well and which were unclear or left out. Suggest to those who feel that they need practice that they could do so by introducing the ICO to friends or members of their families.

7. Ask students to read pages 15-21 of the Counsellor's Guide. Make sure that they pay particular attention to "Conflicting Factor Choices" (pp. 15-16), "Indispensable Factors" (p.20) and "Avoiding Certain Environmental Conditions and Physical Activities" (pp. 20-21).

8. Ask students to once again pair up with their partners and take turns helping their partners interpret their completed Grid-Aids as if they were counsellors and clients. When the first member of each pair has finished, his/her partner should then play the role of counsellor in helping to interpret the completed Grid-Aid of the first partner.

9. Ask the partners to tell each other whether their interpretations of the completed grids were clear. Did their interpretations make sense and help their partners understand how some occupations may be more suitable than others? Ask them to mention which points were explained well and which were unclear. Students who had difficulties should practise interpretation of completed grids, both their own and those of friends and relatives who use the ICO.

10. Before leaving the ICO, point out to students that, as counsellors, they should read the Counsellor's Guide thoroughly especially pp. 1-29. Draw students' attention to the use of the ICO in group settings (pp. 13-14).

Reference: Counsellor's Guide to the Index to Canadian Occupations

CHECKLIST FOR INTRODUCING THE ICO TO CLIENTS

Overview

1. Explain Purpose of Index to Canadian Occupations.

   - helps you to discover suitable careers according to your interests, abilities and other characteristics.

2. Show the 6 booklets and how they correspond with the 6 sections in the Occupational Exploration Questionnaire.

3. Show that there is a list of occupations for each factor in the questionnaire.

4. Mention that each list of occupations is in numerical order of the occupation codes.

5. State that there are 3 steps in using the ICO.

Step 1 - Occupational Exploration Questionnaire

6. Explain how to choose factors from the questionnaire -

   Mention: - client alone decides which factors best describe him/her
   - questionnaire is not a test.

7. Demonstrate choosing 1 or 2 factors.

8. Demonstrate entering factor codes on the Grid-Aid or on a piece of paper and not on the OEQ itself.

9. Emphasize: - client can choose as many or as few factors as he/she wants
   - client should feel free to change his/her mind
   - client should take his/her time.

10. If client is unsure of which factors to choose, he/she should feel free to ask for help. Show the "Aid in Using the Occupational Exploration Questionnaire", which will help him/her to decide.

Step 2 - Choosing from Lists of Occupations in the 6 booklets

11. Demonstrate finding lists of occupations that correspond with the client's choices of factors from the questionnaire.

12. Demonstrate choosing occupations.

13. Demonstrate recording occupations on the Grid-Aid, (codes, titles, checkmark in appropriate column).

14. Mention using sheet of paper to list choices without grid.

Step 3 - Identifying Suitable Occupations

15. Demonstrate filling in the FREQUENCY column on the Grid-Aid by adding up the number of times each occupation appears.

16. Explain that when client has finished all the steps so far, he/she will be ready to explore occupations to decide which one(s) might be the best choice(s) for a career. You will discuss the ways of exploring occupations then.

17. Ask the client whether there is anything unclear about how to use the Index to Canadian Occupations.

18. Offer to let the client take the set away with him/her to come back when he/she is finished.

Evaluation: Lead a discussion of the Index to Canadian Occupations and whether students feel that they have found viable occupational possibilities. Ask them to complete and discuss these questions:

- Did you develop a self-profile that you feel describes your work needs and wants fully and accurately?

- Did you find occupational possibilities that are practical or will be practical later on?

- Did you introduce the Index to Canadian Occupations to someone else so that s/he understood how to use it?

Briefly introduce the next unit by asking students what information they feel they now will want to look for in exploring their occupation choices further.

SECTION II Exploring Occupations

Introduction to Instructor:

Once someone has made one or more tentative occupation choices, that person is ready to find out as much as possible about them in order to decide which one(s) to pursue. With detailed information on occupations, one can make informed judgements about career directions and one can tell what must be done next in order to enter an occupation.

The kinds of information about occupations that one is likely to need are:

(a) detailed descriptions of the occupations and what they entail (duties, aptitudes, physical activities, environmental conditions, etc.);

(b) variable circumstances related to the occupations (wages, hours, geographic location, demand for workers, etc.); and

(c) requirements and qualifications for the occupations (education, training, certification, where education and training can be obtained, etc.).

A variety of publications provide information about occupations. Some deal with information that is fairly constant, subject only to circumstances, such as technological advances, that change the very nature of occupations and create new ones; other publications are concerned primarily with aspects of occupations that tend to change with some frequency such as in (b) above, and so must be updated regularly. Thus, it is important to make sure that editions of these publications that you use are as up-to-date as possible. Because these publications synthesize the kind of information that can be obtained from employers, unions, professional associations, educational institutions, economists and similar sources, they are in many ways more comprehensive and more convenient than direct contact with such sources individually.

The publications for the exploration of occupations that are covered in this course are:

- the Canadian Classification and Dictionary of Occupations (CCDO);
- Careers Provinces;
- Careers Canada;
- the Canadian Occupational Forecast (COFOR);
- the Forward Occupational Imbalance Listing (FOIL); and
- the Institutional Program Offering Tables.

For the most part, the occupational information contained in these publications is accessible through a common occupational coding system. This coding system is the one developed for the CCDO and the same one as is used in the Index to Canadian Occupations. Thus, anyone who has identified suitable occupations by using the ICO already has a convenient key to the information about those occupations that is contained in the above publications. However, even if an occupation code is not known beforehand, it can be found easily and then used to access the information in the above publications.

Stimulus:

It irked Margo that there didn't seem to be an easier way. Somehow, the process of deciding what kind of work she wanted to do was turning out to be very long and laborious and she couldn't tell even whether she was getting anywhere. There were too many uncertainties that she couldn't solve, and so she kept finding herself following thoughts that only led to dead ends.

Margo thought a lot about what she wanted to do; time and again, she'd sit wondering whether she'd enjoy one kind of work or another. There were a few occupations that Margo thought about over and over. One that she thought about possibly more than the others was writing; she found pleasure in writing this or that, a poem or a short story, descriptions of the latest events in her life and musings over new thoughts and ideas; many of these bits and pieces went into a diary that she kept sporadically. In addition, her teachers often had praised the essays that she had written for school.

There were a lot of doubts about writing in Margo's mind at the same time that that kind of work attracted her. For one thing, she half looked upon it as a dream, not seriously believing that it could ever become true; the idea seemed so romantic to her that she was sure that writing would turn out to be something very different from what she though it was: her disappointment would be devastating. Even if it was something like her impression of it, did she have what it takes? Writing for school and for her own amusement and writing for a living struck Margo as being probably two very different things, requiring different skills and attitudes; but she didn't even know what those skills and attitudes were, let alone whether she had them or could develop them.

The whole idea of writing for her daily bread seemed to Margo to be pretty risky. She could invest a lot of time, effort and possibly even money and then discover that she wasn't really cut out for that kind of work. At this stage in her life, money was an especially important consideration: she and Dave were planning on getting married, and while Dave was still in school, she would be depended upon to provide most of the income. Margo had encountered various stories about starving writers and they scared her a little. If there were any courses that she could take to make herself a better writer or to improve her chances of finding regular work, they would cost money and maybe time not earning an income; for a while, she might have to live on her savings, which were limited, until her writing caught on; and what if, after all that, it didn't work out? Even supposing that she did become a successful writer, Margo had no idea what sort of income she could expect.

Doing it on her own, free-lancing, was probably the hard way of going about being a writer. Maybe, there was some employer who would give her a job to write: but, what would that mean? what kind of writing would that involve and would she like it? what new demands would be placed on her? what were her chances of finding such a job? and was she the sort of person employers would be looking for?

There were other kinds of work that attracted Margo: she had always been fascinated by the announcers she saw on television and heard on the radio. It appealed to her as work that might be interesting or fun, but she knew that there was probably a lot that she didn't know about it and she suspected that

Stimulus (continued):

there were many things that she hadn't realized that announcers do when they're not in front of a camera or a microphone. Teaching was something else that she had long kept in the back of her mind as work that she might enjoy; but, although teaching was one occupation that she'd had a good opportunity to view at first hand, she was sure that there was more to it than met the eye.

The more Margo thought about what kind of work would be the best, the more she felt that she was going in circles. There had to be a better way ...

Objective: To formulate a means for choosing between occupational possibilities.

Materials Required:

1. Flip-chart;
2. Above stimulus for presentation (a) orally;
   (b) on tape;
   (c) as an audio-visual show;
   or (d) as a hand-out;
3. "Master List of Cluster and Occupation Codes" from the ICO.

Instructions:

1. Write the objective on the flip-chart and briefly explain that once one has some possible occupations in mind, it is necessary to find a way to decide which one is best and should be pursued; or to decide whether a single occupational possibility is really what one wants to do. In many ways, this is the most crucial stage in starting one's career.

2. Present the stimulus provided. You can offer it in one or more of the forms indicated above. Suggest to students that they might want to take notes on the presentation and any hints that it might contain about deciding what kind of work one wants to do.

3. Lead a discussion of the presentation. Ask students what the presentation suggested to them about choosing an occupation to pursue. What did Margo need to do in order to make such a choice? Make sure that conducting an organized exploration of occupations and determining what information is required are mentioned.

4. Ask students what kinds of information about occupations might be valuable to look for in exploring them. List these kinds of information on the flip-chart as they are suggested. The list might include: description of duties; what different kinds of duties, if any, exist in a given occupation (for example, Margo in the presentation might want to know what different kinds of writing exist); characteristics such as interests, temparaments, abilities, physical activities, environmental conditions; prevailing wages or salaries; typical hours; present and future demand for workers; where such work is done and where the chances are best for being hired; what qualifications are required (education, training, certification) and where and how they can be acquired; experience in other related occupations that might be required; advancement possibilities and whether one can transfer to related occupations; whether work in an occupation is seasonal; special hiring procedures, etc. You need not list all of the above kinds of information, but make sure that you compile a representative selection.

5. Ask students to suggest ways of finding out the information that you listed on the flip-chart. They may suggest contacting employers, unions, professional associations, workers in the occupations, educational institutions and Canada Employment Centres. Reading publications about occupations should be mentioned.

6. Once one has collected information about occupations, how can one use it to decide which occupation(s) is the most attractive and should be pursued actively? Ask students to suggest ways of going about this process. Write students' suggestions on the flip-chart to develop a list of steps that can be followed to assess occupational possibilities and to identify the ones that are most desirable. The steps should include:

   (a) organizing the information about each occupation in a common format;
   (b) examining the information on each occupation to identify attractive and undesirable aspects;
   (c) marking positive and negative aspects by underlining, circling, etc.
   (d) comparing the positive and negative aspects of different occupations that are being explored;
   (e) ranking occupational possibilities in order of their attractiveness and desirability.

7. Briefly mentioning the kinds of information that each contains, list on the flip-chart the six publications of occupational information that will be covered in this course (CCDO, Careers Provinces, Careers Canada, COFOR, FOIL and the Institutional Program Offering Tables). State that the first source of information to be examined will be Careers Provinces. Point out that Careers Provinces provides most of the kinds of information about occupations that have been discussed and that it is a good model of the sort of profile that is needed to assess occupational possibilities and reach occupational decisions.

8. In preparation for the exercise on Careers Provinces, ask students to make sure that they have their completed Grid-Aids from the unit on ICO. Alternatively, can be asked to make short lists of occupations that they wish to explore.

9. In addition, demonstrate the "Master List of Cluster Occupation Codes" from the Index to Canadian Occupations and how it can be used to convert ICO occupation clusters into the individual occupations of which they consist. Point out that any ICO occupation group or cluster that is not shown on the Master List is made up of all CCDO occupations whose codes have the same first four digits as the group or cluster. Explain to students how to find such occupations in Volume I of the CCDO. Ask students to make a list of the 7-digit individual occupation codes for each ICO occupation group or cluster that they wish to explore, using the "Master List of Cluster and Occupation Codes" and the CCDO, Volume I. (See pages 12 and 24 of the Counsellor's Guide to the Index to Canadian Occupations.)

UNIT 1 CAREERS PROVINCES

Description: Careers Provinces is a series of fact sheets on specific occupations. The series provides information on requirements, conditions and other details relating to individual occupations as they exist in each province or territory.

Make-up of Careers Provinces:

Careers Provinces consists of sets of fact sheets, one for each province and territory; thus, they are known as Careers Nova Scotia, Careers Ontario, Careers British Columbia, etc.

Each set of fact sheets provides information on approximately 650 individual occupations. The specific occupations covered vary slightly from province to province, according to the relevance of the occupations to the areas described. There is a separate fact sheet for each individual occupation. New occupations will be added to the series on a continuing basis.

Information Contained in Careers Provinces:

Each Careers Provinces fact sheet deals with an individual occupation selected from the Canadian Classification and Dictionary of Occupations (CCDO). For each occupation, the following information is provided with reference to the relevant province or territory:

- Occupational Title and 7-digit CCDO code;
- Occupational Definition;
- Educational Requirements;
- Special Education Requirements;
- Apprenticeship Programs;
- On-the-Job Training;
- Registration, Certification and Licensing;
- Environmental Conditions;
- Physical Activities;
- Work Week;
- Earnings;
- Personal Qualities;
- Future Outlook; and
- Sources of Further Information.

Because some of the above information is subject to variations over time, the Careers Provinces fact sheets are updated regularly.

Purpose and Role of Careers Provinces in the Career Counselling Progression:

Careers Provinces is a source of information about occupations that clients can consult in the second stage of the career counselling progession: the exploration of possibly suitable occupations. For the occupations that are included in the series, clients can obtain information about requirements and circumstances of work that is relevant to a particular part of Canada; information such as education and training requirements, registration, certification, licensing, work week, earnings and future outlook are particularly likely to vary from province to province. The Careers Provinces series provides, in part, the information that clients can use to help decide the occupations in which they actively will seek employment; and it indicates preparation that may be required in planning each employment. In doing so, clients prepare themselves for an assessment of their readiness for employment in their chosen occupations in the third stage of the progression.

Instructional Plan:

A. Unit Objective: To access and interpret occupational information in the Careers Provinces series.

B. Preparation: Familiarize yourself with Careers Provinces thoroughly. Read the descriptive material on Careers Provinces that follows this section. Look up Careers Provinces fact sheets for specific occupations, using their 7-digit CCDO codes. Use the "Index to Careers Provinces and Careers Canada by ICO Cluster" to find out what Careers Provinces fact sheets exist that correspond with given ICO occupational clusters.

Prepare overhead transparencies for use with an overhead projector, as listed below under "Materials Required". Printed versions of these samples are contained in this manual.

C. Materials Required: A set of the Careers Provinces fact sheets for your province for each student. Make sure that the sets are securely bound so that individual fact sheets will not be lost easily or thrown out of order. (If available, sets for other provinces can be used for purposes of comparison of information);

Overhead projector;
Overhead transparencies of:

- a sample Careers Provinces occupational fact sheet;
- a sample page from the "Index to Careers Provinces and Careers Canada by ICO Cluster"

(Printed versions of these transparencies are provided in this manual).

A flip-chart;

A copy of the "Index to Careers Provinces and Careers Canada by ICO Cluster" for each student.

Completed Grid-Aids from the unit on the Index to Canadian Occupations.

CAREERS PROVINCES

Careers Provinces is a series of up-to-date fact sheets on specific occupations published in both official languages. The series (one for each of approximately 650 occupations in each province) provides relevant information outlining the requirements or details needed to make immediate career decisions. This guidance tool is intended primarily for those people 15 to 24 years of age who are about to enter into training programs or directly into the work force as, perhaps, trainees or apprentices. Careers Provinces can be used by students, the unemployed and workers wishing to change jobs, and also as a guidance tool by counsellors and teachers.

Based on the Canadian Classification and Dictionary of Occupations, each Careers Province leaflet provides information (where applicable) under the following sections:

1) The Occupational Definition introduces the reader to the nature and purpose of the occupation, concisely describes the worker's principal duties, and indicates generally how the occupation differs from other occupations. It goes on to describe the main duties performed in a typical occupational situation, and indicates what the worker is doing, how he is doing it, why he is doing it, and the skills or knowledge involved.

2) The Educational Requirements section describes typical provincial educational requirements necessary for the occupation being described, including secondary school, community college and university education.

3) Special Education Requirements covers pre-employment courses, correspondence courses or special programs of study which may be necessary for the occupation.

4) Apprenticeship Programs states whether or not training is provided by an apprenticeship program. If so, minimum age and education requirements are listed as well as program durations.

5) On-the-Job-Training lists information about training provided by an employer, such as the length of training time required and if the training is supervised.

6) The Registration, Certification and Licensing section covers provincial regulations, and provides the names and addresses of the regulatory authorities, professional associations and other organizations where membership is obligatory or desirable.

7) Environmental Conditions are defined as the physical surroundings of a worker in a specified occupation. This section states whether the work is performed in/or out of doors; hot and/or cold temperature exposure; and possible hazards, isolation or noise.

8) Physical Activities describe both the physical requirements of the occupation and the physical capacities a worker must have to meet these requirements.

9) Work Week includes information on the number of hours per day, days required per week for the job, and whether shift work and overtime are necessary. Also included are seasonal considerations and travel requirements.

10) Earnings. As pay varies with, among other factors, experience and location, this section is intended to provide the average hourly, weekly, monthly or yearly salary for the occupation during the previous year and, if available, salaries in specific cities. Also provided is the average earned income for all occupations in a specific month on a national or provincial level.

11) Personal Qualities summarizes required aptitude factors, interest factors and temperament factors - all three being important in job satisfaction and success.

12) Future Outlook provides forecasts of job openings expected on the basis of new job creation and replacement needs caused by death and labour force withdrawal. This data is derived from the Canadian Occupational Forecasting Program (COFOR). The Forward Occupational Imbalance Listing (FOIL) indicates short-term imbalances (excessive demand or supply) for workers in an occupational classification grouping.

13) Sources of Further Information indicates where additional information may be found and provides a section for counsellor's notes.

A prime characteristic of Careers Provinces is versatility; for example, the leaflets can be used in occupational counselling; for selecting courses of studies; placing prospective employees or assessing mobility of personnel; and by job seekers to pinpoint desirable occupations.

Careers Provinces are updated to reflect the latest and most accurate information. They are available in Canada Employment Centres, schools and public libraries.

Employment and Immigration Canada   Emploi et Immigration Canada

CAREERS
NOVA SCOTIA

PERSONNEL CLERKS

FEBRUARY 1978

CCDO 4195-110

PERSONNEL CLERKS INTERVIEW APPLICANTS FOR EMPLOYMENT, PROCESS APPLICATION FORMS AND COMPILE AND MAINTAIN PERSONNEL RECORDS: " INTERVIEW APPLICANTS TO OBTAIN INFORMATION SUCH AS AGE, MARITAL STATUS, WORK EXPERIENCE, EDUCATION, TRAINING AND OCCUPATIONAL INTERESTS. INFORM APPLICANTS OF COMPANY EMPLOYMENT POLICIES. REFER QUALIFIED APPLICANTS TO EMPLOYING OFFICIAL. WRITE LETTERS TO REFERENCES INDICATED ON APPLICATION, OR TELEPHONE AGENCIES SUCH AS CREDIT BUREAUS AND FINANCE COMPANIES. PREPARE DOCUMENTS RELATING TO EMPLOYEES SHOWING NAME, ADDRESS, QUALIFICATIONS, RATES OF PAY AND OTHER DETAILS, AND AMEND RECORDS AS REQUIRED. KEEP RECORDS OF SICKNESS, LEAVE OR OTHER ABSENCES, BONUSES EARNED, PAY AND OTHER INFORMATION. MAY ADMINISTER AND SCORE GENERAL APTITUDE, PERSONALITY AND INTEREST TESTS.

PREPARATION AND TRAINING

EDUCATIONAL REQUIREMENTS

IN THIS PROVINCE TYPICAL REQUIREMENTS ARE: 11 TO 12 YEARS OF GENERAL EDUCATION WITH EMPHASIS ON COMMERCIAL SUBJECTS, PLUS 3 TO 6 MONTH(S) OR MORE OF ON-THE-JOB EXPERIENCE TO GAIN PROFICIENCY.

WORKING CONDITIONS

ENVIRONMENTAL CONDITIONS

WORK IS INDOORS AND GENERALLY IN AN OFFICE SHARED WITH OTHERS ALTHOUGH SEPARATE OFFICES ARE USUALLY AVAILABLE FOR INTERVIEWING OR SCORE TESTING JOB APPLICANTS.

PHYSICAL ACTIVITIES

THE WORK IN THIS OCCUPATION IS SEDENTARY. FREQUENT PHYSICAL ACTIVITIES INCLUDE: REACHING, FINGERING, TALKING, HEARING, SEEING.

WORK WEEK

A 5 DAY WEEK, 40 HOURS, IS NORMAL.

EARNINGS

IN THIS PROVINCE EARNINGS VARY WITH, AMONG OTHER FACTORS, EXPERIENCE AND LOCATION. PAY SCHEDULES FOR PERSONNEL CLERKS ARE NOT AVAILABLE. HOWEVER, THE ESTIMATED WEEKLY SALARY RANGE FOR A SIMILAR OCCUPATION, INTERMEDIATE GENERAL OFFICE CLERK, IN 1976 WAS FROM $175.00 TO $250.00. THE ESTIMATED PROVINCIAL AVERAGE EARNED INCOME IN THE INDUSTRIES INCLUDED IN THE MONTHLY SURVEY ON EMPLOYMENT, EARNINGS AND HOURS BY THE LABOUR DIVISION, STATISTICS CANADA, IN THE MONTH OF DECEMBER, 1976 WAS $199 PER WEEK.

PERSONAL QUALITIES

APTITUDE FACTORS

THIS OCCUPATION USUALLY REQUIRES PEOPLE WITH AVERAGE ABILITY TO LEARN, REASON AND MAKE DECISIONS; UNDERSTAND AND USE WORDS TO EXPRESS IDEAS AND/OR INFORMATION; AND RECOGNIZE DETAIL, DIFFERENCES OR ERRORS, IN WRITTEN WORDS AND NUMBERS.

INTEREST FACTORS

PEOPLE IN THIS OCCUPATION ARE USUALLY INTERESTED IN BUSINESS CONTACT WITH PEOPLE; AND RELATING TO PEOPLE OR COMMUNICATING WITH OR ABOUT THEM.

TEMPERAMENT FACTORS

PEOPLE IN THIS OCCUPATION ENJOY SITUATIONS INVOLVING ACHIEVING COOPERATIVE AND SUCCESSFUL WORKING RELATIONSHIPS; MAKING JUDGEMENTS BASED ON EVALUATION OF INFORMATION USING ONE'S PERSONAL KNOWLEDGE AND EXPERIENCE; AND ATTAINING PRECISE STANDARDS.

FUTURE OUTLOOK

IN NOVA SCOTIA, EMPLOYMENT OPPORTUNITIES IN THIS OCCUPATION ARE EXPECTED TO GROW AT A RATE ABOUT THE SAME AS THE AVERAGE FOR ALL OCCUPATIONS TO 1982.

CURRENT STUDIES SUGGEST THAT WITHIN THE NEXT TWO YEARS THE NUMBER OF PEOPLE SKILLED AND AVAILABLE FOR WORK IN THIS OCCUPATION IS EXPECTED TO BE

La version française porte le même numéro.

You may copy this leaflet if you wish.

Careers Nova Scotia leaflets are updated periodically. It should be noted that this type of information tends to become outdated because of various occupational changes including the requirements of education, training and regulatory agencies.

The Canada Employment and Immigration Commission, therefore, can assume no responsibility for any information changes between issues. Check with your Canada Employment Centre or other appropriate agencies for any possible changes.

EQUAL TO REQUIREMENTS. IN 1975 THERE WERE 75 PEOPLE IN THIS OCCUPATION IN THIS PROVINCE.

SOURCES OF FURTHER INFORMATION

THE CAREERS CANADA BOOKLET, CLERICAL OCCUPATIONS, PROVIDES ADDITIONAL INFORMATION RELEVANT TO THIS OCCUPATION. THIS BOOKLET MAY BE READ IN CANADA MANPOWER CENTRES AND LOCAL LIBRARIES, OR MAY BE PURCHASED BY MAIL FROM: PRINTING AND PUBLISHING, SUPPLY AND SERVICES CANADA, OTTAWA, CANADA, K1A-0S9

FOR MORE INFORMATION ABOUT THIS OCCUPATION CONSULT YOUR NEAREST CANADA MANPOWER CENTRE.

AMENDMENTS TO THIS LEAFLET

SO THAT FUTURE ISSUES MAY REFLECT CHANGING SITUATIONS, THE COMMISSION WOULD APPRECIATE RECEIVING USERS' OBSERVATIONS. THESE MAY BE DIRECTED TO THE OCCUPATIONAL AND CAREER ANALYSIS AND DEVELOPMENT BRANCH, CANADA EMPLOYMENT AND IMMIGRATION COMMISSION, OTTAWA, ONTARIO K1A-0J9.

COUNSELLOR'S NOTES

ACKNOWLEDGMENTS
The contribution, to the series, of federal, provincial and territorial agencies, labour organizations, professional associations, employers, and other specialists, is gratefully acknowledged.

INDEX TO CAREERS PROVINCES AND CAREERS CANADA
BY ICO CLUSTER

ICO Cluster		Careers Provinces Occupations		Careers Canada Booklet (Page)
Major Group 11: Managerial, Administrative and Related Occupations				
1115	Postmasters			
1130	General Managers and Other Senior Officials			
113/114	Other Managers and Administrators	1135-114 1135-122 1137-118 1142-110 1142-114	Bank Manager Credit Manager Sales Manager Hotel Manager Manager, Food and Beverage	- Careers in the Hospitality Industry (3,11) - Careers in Sales (9,11) - Careers in Banking and Finance (13,24,26) - Careers in Libraries, Museums and Archival Sciences* - Social Work and Social Welfare Occupations*
1171-A	Accountants, Auditors and Other Financial Officers	1171-138	Branch Accountant, Bank	- Careers in Banking and Finance (12)
1171-B	Accountants, Auditors and Other Financial Officers	1171-114 1171-162	Accountant Auditor	- Careers in Banking and Finance (23,24)
1171-C	Financial Officers	1171-182 1171-184 1171-190 1171-194 1171-206 1171-210	Securities Counsellor Financial Analyst Trust Officer Underwriter Foreign Exchange Trader Credit Officer	- Careers in Insurance and Real Estate (9) - Careers in Banking and Finance (12,14,15,18,19,25)
1173	Organization and Methods Analysts			
1174	Personnel and Related Officers			
1175	Purchasing Officers and Buyers, Non-Wholesale or Retail			- Careers in Sales (13)

D. Practice and Application:

Exercise 1:

Objective: To access and interpret occupational information in the Careers Provinces series.

Materials Required:

1. Complete sets of the Careers Provinces series for your province (sets for other provinces also can be used);
2. Overhead projector;
3. Overhead transparencies of:
    - a sample Careers Provinces occupational fact sheet;
    - a sample page from the "Index to Careers Provinces and Careers Canada by ICO Cluster";
4. "Index to Careers Provinces and Careers Canada by ICO Cluster";
5. Completed Grid-Aids from the unit on the Index to Canadian Occupations (or lists of occupations that students wish to explore);
6. Flip-chart.

Instructions

1. Write the objective on the flip-chart and introduce Careers Provinces by briefly describing the kinds of occupational information that it provides. Mention that there is a separate set of occupational fact sheets for each province and that the series covers approximately 650 occupations, which can be accessed easily by their CCDO codes. Encourage students to take notes on your explanations of Careers Provinces.

2. Using the overhead transparencies of a sample Careers Provinces occupational fact sheet, describe the kind of information that is found in each section of a Careers Provinces fact sheet. Stress that the information in many of the sections varies from province to province, and sometimes even within a province; other Careers Provinces would have to be checked for information about occupations in other parts of Canada. In addition, the information given is typical of a given occupation, not necessarily universal with all employers.

3. Ask students to suggest ways in which the information that is found in Careers Provinces can be used to make career decisions and plans. Students may make suggestions such as:

    - deciding whether an occupation should be pursued actively;
    - planning education and training;
    - determining how long it will take to qualify for an occupation;
    - determining whether environmental conditions, physical activities and personal qualities are suitable;

- ascertaining whether the demand for workers in an occupation will be reasonable by the time education, training and other preparations would be completed;
- determining whether expected earnings would be acceptable;
- deciding which parts of Canada have the best prospects for being hired in an occupation, and for earnings, hours and other working conditions;
- determining which parts of Canada are the most advantageous in terms of qualifying for an occupation;
- finding out the kind(s) of education and training programs that one should be exploring (e.g. what programs are the most thorough and the best respected by employers, where are they available, how is one admitted, etc.)

Write ideas such as these on the flip-chart, as students suggest them. Ask questions or drop hints to provoke students to suggest ideas that they may be overlooking.

4. Suggest to students that they would require certain kinds of self-knowledge in order to use the information in Careers Provinces. Ask students what questions they think they would need to answer for themselves in order to use Careers Provinces as a basis for occupational decisions. Students might suggest things like:

    - How long would I be willing to spend in school or otherwise preparing for entry into an occupation?

    - What would I consider to be an acceptable income? (Ask students what factors would go into deciding this question: e.g. existing and expected financial needs and wants; suitable level of reward for time, effort and money invested in preparation and training)

    - Would I be willing to move? If so, where?

    - What kind of work week would I find acceptable? (Make sure students are aware of the variations that can exist:

        - Monday to Friday, days
        - rotating shifts
        - straight nights
        - "on call" requirements
        - long stretches of work followed by breaks of 3-4 days
        - frequent overtime
        - worker-determined hours)

    - What physical activities and environmental conditions would I find acceptable?

Write these questions on the flip-chart as students suggest them. Suggest to students that they try to answer questions such as these as they approach the information that they will encounter in Careers Provinces.

5. Using the overhead transparency of a sample page from the "Index to Careers Provinces and Careers Canada by ICO Cluster", demonstrate to students how to discover what Careers Provinces fact sheets exist that correspond with the occupational clusters they identified as suitable when they used the ICO. Point out that certain occupational fact sheets are available only for some provinces or territories, because they do not exist or are not significant elsewhere.

6. Ask students to look up the occupations that they identified on their Grid-Aids as being possibly suitable, or that they otherwise wish to explore in Careers Provinces. Students should use the "Index to Careers Provinces and Careers Canada by ICO Cluster" to find out which fact sheets exist for the clusters in which they are interested.

7. Ask students to assess their occupation choices that have Careers Provinces fact sheets, according to the means of choosing between occupational possibilities developed in the last exercise (reading, marking, comparing, ranking, etc.).

8. Ask students whether any of the occupations that they explored in Careers Provinces seem more attractive or less so than before. Ask them to explain their comments. For example, a student may have decided that a given occupation requires too long a length of time in preparation, or it offers too little in earnings, or its future outlook is not sufficiently encouraging; by the same token, a student may have found that earnings and outlook for a given occupation are very encouraging, or at least better than for other occupations. Discuss and point out to students how they must be careful in interpreting the information (e.g. earnings are typical, but exceptions are likely). Make sure that students realize that the information may well be different in other parts of Canada; if sets of fact sheets for other provinces are available, give students an opportunity to consult them for purposes of comparison. Ask students whether they would be willing to go to another part of Canada and, if so, where.

9. Ask students whether what they found out using Careers Provinces raised any questions about additional information that they feel they need to obtain about their occupation choices; if so, what are these questions? For instance, a student may wonder what institutions offer the education and training required for a given occupation; or s/he may want to know what the demand for workers in a given occupation is in each of the other parts of Canada. Ask the students to make a note of such questions, some of which may be answered in later units. (The upcoming units will concentrate on students' occupation choices that are not included in Careers Provinces, but students can also use them to find additional information about the occupations that they explored in this exercise. Make sure students keep an eye out for such additional information.)

10. Some students may not have found very much information about the particular occupations in which they are interested. Suggest to such students that if they look up related occupations, such as those with the same first three or four digits, they might be able to find some indications of the information they seek about the occupations in which they are primarily interested; however, information about related occupations should be treated with great caution, since it easily could differ from the information about the occupations that they actually are exploring. Point out that the next few exercises will constitute a way of exploring occupations not found in Careers Provinces by gathering the same kinds of information from other sources. In addition, make sure that students know that the development and updating of Careers Provinces is a continuing process; thus, new occupations may be added and existing ones will be revised.

11. Discuss any questions that students may have about Careers Provinces and its uses. Ask students not to eliminate any occupations yet on the basis of what they've found out so far.

12. Briefly introduce the next unit by pointing out that the same kinds of information provided for Careers Provinces occupations can be gathered for other occupations from different sources, the first of which is the Canadian Classification and Dictionary of Occupations.

Reference: - Counsellor's Guide to the Index to Canadian Occupations, pp. 24-26

Evaluation: Lead a discussion of Careers Provinces and its value for the exploration of occupations. Do students feel that they now know more about their occupation choices? If so, in what way? Do students know what kinds of planning would go into making an occupational decision? Ask students to explain their responses. Ask students to complete the following questions:

- Can you access information about occupations in Careers Provinces?
- Do you know what kinds of information about occupations are included in Careers Provinces and how to use them?
- Can you use Careers Provinces as a basis for planning what further exploration of occupations is needed?
- Can you use Careers Provinces to assess and compare occupations in order to reach an occupational decision?
- Can you use Careers Provinces as a basis for planning preparation for entry into occupations?

Introduce the next unit by explaining that succeeding exercises will permit students to develop their own fact sheets for the occupations not included in Careers Provinces that they wish to explore.

UNIT 2 CANADIAN CLASSIFICATION AND DICTIONARY OF OCCUPATIONS

Description: The Canadian Classification and Dictionary of Occupations (CCDO) is an encyclopedia of information about occupations. The CCDO classifies and describes occupations and provides information on requirements and qualifications and the characteristics of people who are successful in a group of related occupations.

Make-up of the CCDO:

There are two versions of the Canadian Classification and Dictionary of Occupations:

1. the 1971 edition, which consists of two volumes;
    - Volume I, which classifies occupations according to a systematic structure and provides descriptions of duties and certain characteristics of people who are successful in the occupations; and
    - Volume II, which describes the requirements and qualifications needed for groups of related occupations and provides additional characteristics of people who succeed in those occupations.
2. the revised edition, which began to appear in 1978 in the form of a series of booklets on Major Groups of occupations; these booklets combine the same kinds of information found in the two volumes of the 1971 edition and they show interest, temperament and aptitude ratings for individual occupations, rather than for groups of related occupations; the series includes an Annual CCDO Guide.

In order to assist in the use of the CCDO, the following booklets have been published:

- "...Explaining the CCDO", a manual for instructors of counsellors;
- "...Knowing the CCDO", a users' manual for self-instruction; and
- "...Coding by CCDO", a guide to the coding of occupations, using the CCDO

How the CCDO Works:

The classification system that is used in the CCDO organizes occupations into a structure of groupings and sub-groupings according to the work performed. The broadest grouping of occupations is the Major Group; each Major Group contains Minor Groups, each Minor Group Unit Groups; and each Unit Group individual occupations; each one is narrower and more specific than the group of which it is a part. The various occupations and groupings are ordered according to a numerical coding system, in which each of the groupings or levels is designated by different digits.

For each Major, Minor and Unit Group and each individual occupation, there is a description of the work performed. In addition, each individual occupational description carries a designation as to the industry in which the occupation is normally found. Each individual occupational description also includes coded ratings representing various occupational characteristics.

Purpose and Role of the CCDO in the Career Counselling Progression:

The CCDO is one source of information about occupations that clients can consult in the second stage of the career counselling progression: the exploration of possibly suitable occupations. From the CCDO, clients can obtain detailed descriptions of the work performed in individual occupations and ratings of those occupations as to the characteristics that are normally required in order to carry out their duties satisfactorily. Clients who use Volume II of the 1971 edition can also obtain descriptions of "Aptitudes and Capacities", "Training and Entry Requirements", "Advancement and Transfer Possibilities" and "Clues for Relating Persons to Occupational Requirements" for groups of related occupations. Because the CCDO occupational coding system is common to a number of sources of information about occupations, it is central to the convenient carrying out of the exploration stage. The CCDO provides, in part, the information that clients can use to help decide the occupations in which they actively will seek employment. In doing so, they prepare themselves for an assessment of their readiness for employment in their chosen occupations in the third stage of the progression.

Instructional Plan:

A. Unit Objective: To access occupational information in the Canadian Classification and Dictionary of Occupations (CCDO).

Exercises:
1: To gather and record information from CCDO occupational descriptions.
2: To interpret and record information from CCDO occupational characteristics ratings.
3: To gather and record information by occupational cluster from Volume II of the CCDO.
4: To locate occupational information using the CCDO system of occupational classification.

B. Preparation: Familiarize yourself with the CCDO thoroughly. To do so, use the CCDO Manual, "...Knowing the CCDO". Practise coding, locating occupational descriptions, interpreting occupational descriptions and characteristics ratings, and locating information by occupational cluster in Volume II. Learn how to use the "Master List of Cluster and Occupation Codes" from the Index to Canadian Occupations to convert cluster codes into individual occupation codes (an alternative to looking up the clusters in Volume II of the CCDO); see pages 12 and 24 of the Counsellor's Guide to the ICO. Other sources that you can consult are: the CCDO, Volume I, pp. xi-xxiii and pp. 1161-1171 (in some editions, pp. 1179-1189); the CCDO, Volume II, pp. xi-xxiii; the Information, Introduction and Appendices sections of the CCDO Annual Guide; and the Training Manual, Canadian Classification and Dictionary of Occupations (1972). Prepare hand-outs for distribution to students and transparencies for use with an overhead projector, as listed below under "Materials Required". Printed versions of these samples are contained in this manual.

C. **Materials Required**: A set of the Canadian Classification and Dictionary of Occupations, Volumes I and II, for each student (when available, complete sets of the Major Group booklets and Annual Guide that will make up the revised CCDO can be substituted);

A copy of "...Knowing the CCDO" for each student;

Overhead projector;

Overhead transparencies of:

- the list of major groups;
- the breakdown of the CCDO occupational classification structure;
- a sample CCDO occupation code;
- Residual Groups;
- Special Unit Groups;
- a sample CCDO occupational description;
- a sample Qualifications Profile;
- a sample chapter from Volume II of the CCDO; and
- the "Master List of Cluster and Occupation Codes";

(Printed versions of these transparencies are provided in this manual).

A list of occupation titles and descriptions (provided in this manual); Occupational Exploration Record Sheets for each occupation students explore; A flip-chart.

A copy of the "Master List of Cluster and Occupation Codes" from the ICO for each student.

Also recommended is a copy of the "Aid in Using the Occupational Exploration Questionnaire" from the ICO.

In addition, each student should have his/her completed Grid-Aid from the unit on the ICO or list of occupations that s/he is interested in exploring.

MAJOR, MINOR AND UNIT GROUP CODE

MAJOR GROUPS

11	Managerial, Administrative and Related Occupations
21	Occupations in Natural Sciences, Engineering and Mathematics
23	Occupations in Social Sciences and Related Fields
25	Occupations in Religion
27	Teaching and Related Occupations
31	Occupations in Medicine and Health
33	Artistic, Literary, Performing Arts and Related Occupations
37	Occupations in Sport and Recreation
41	Clerical and Related Occupations
51	Sales Occupations
61	Service Occupations
71	Farming, Horticultural and Animal-Husbandry Occupations
73	Fishing, Hunting, Trapping and Related Occupations
75	Forestry and Logging Occupations
77	Mining and Quarrying Including Oil and Gas Field Occupations
81/82	Processing Occupations
83	Machining and Related Occupations
85	Product Fabricating, Assembling and Repairing Occupations
87	Construction Trades Occupations
91	Transport Equipment Operating Occupations
93	Material-Handling and Related Occupations, n.e.c.
95	Other Crafts and Equipment Operating Occupations
99	Occupations Not Elsewhere Classified

MAJOR GROUP 33 - ARTISTIC, LITERARY, PERFORMING ARTS AND RELATED OCCUPATIONS

331 OCCUPATIONS IN FINE AND COMMERCIAL ART, PHOTOGRAPHY AND RELATED FIELDS

3311	Painters, Sculptors and Related Artists
3313	Product and Interior Designers
3314	Advertising and Illustrating Artists
3315	Photographers and Cameramen
3319	Occupations in Fine and Commercial Art, Photography and Related Fields, n.e.c.

333 OCCUPATIONS IN PERFORMING AND AUDIOVISUAL ARTS

3330	Producers and Directors, Performing and Audiovisual Arts
3332	Musicians
3333	Choreographers and Dancers
3335	Actors
3337	Radio and Television Announcers
3339	Occupations in Performing and Audiovisual Arts, n.e.c.

335 OCCUPATIONS IN WRITING

3351	Writers and Editors, Publication
3353	Writers and Editors: Radio, Television, Theatre and Motion Pictures
3355	Translators and Interpreters
3359	Occupations in Writing, n.e.c.

MAJOR GROUP 37 - OCCUPATIONS IN SPORT AND RECREATION

371 OCCUPATIONS IN SPORT AND RECREATION

3710	Coaches, Trainers, Instructors and Managers, Sport and Recreation
3711	Referees and Related Officials
3713	Athletes
3715	Attendants, Sport and Recreation
3719	Occupations in Sport and Recreation, n.e.c.

SAMPLE C.C.D.O. OCCUPATION CODE

51	MAJOR GROUP: SALES OCCUPATIONS
517	MINOR GROUP: SALES OCCUPATIONS, SERVICES
5171	UNIT GROUP: INSURANCE SALESMEN AND AGENTS
5171-114	INDIVIDUAL OCCUPATION: SALESMAN, LIFE INSURANCE

RESIDUAL GROUPS

MAJOR GROUP	99	OCCUPATIONS NOT ELSEWHERE CLASSIFIED
MINOR GROUP	419	OTHER CLERICAL AND RELATED OCCUPATIONS
UNIT GROUP	7519	FORESTRY AND LOGGING OCCUPATIONS, N.E.C.
7-DIGIT GROUP	8791-199	OTHER PIPEFITTING, PLUMBING AND RELATED OCCUPATIONS

SPECIAL UNIT GROUPS

"0" SUPERVISORS AND FOREMEN/WOMEN

2350 SUPERVISORS:OCCUPATIONS IN LIBRARY, MUSEUM AND ARCHIVAL SCIENCES

3710 COACHES, TRAINERS, INSTRUCTORS AND MANAGERS, SPORT AND RECREATION

8710 FOREMEN/WOMEN, EXCAVATING, GRADING, PAVING AND RELATED OCCUPATIONS

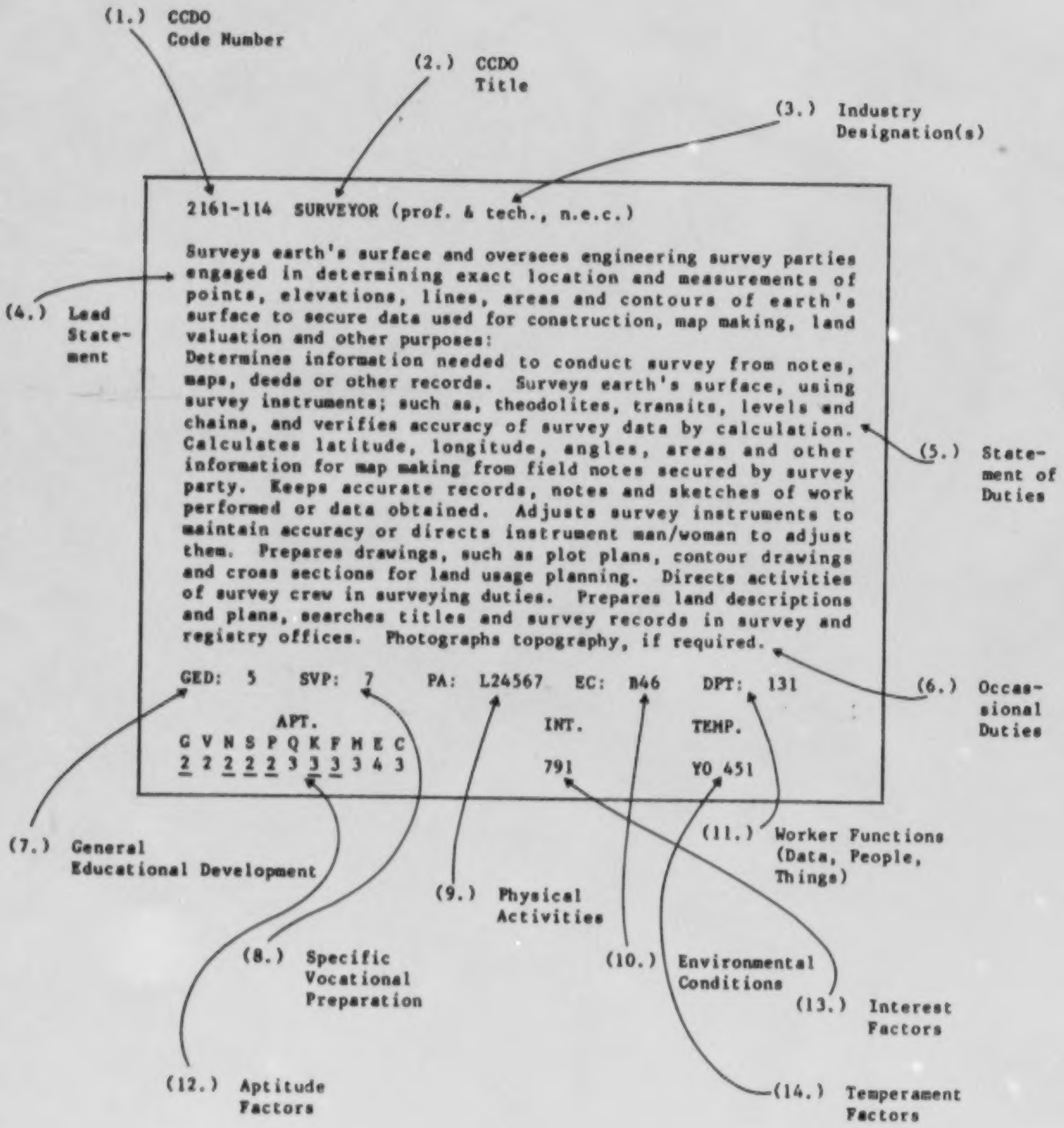
"6" INSPECTORS, TESTERS, GRADERS AND SAMPLERS

1116 INSPECTORS AND REGULATORY OFFICERS, GOVERNMENT
8276 INSPECTING, TESTING, GRADING AND SAMPLING OCCUPATIONS, TEXTILE PROCESSING
8796 INSPECTING AND TESTING OCCUPATIONS, CONSTRUCTION, EXCEPT ELECTRICAL

"8" LABOURING AND OTHER ELEMENTAL WORK

6298 OCCUPATIONS IN LABOURING AND OTHER ELEMENTAL WORK, SERVICES
7518 OCCUPATIONS IN LABOURING AND OTHER ELEMENTAL WORK, FORESTRY AND LOGGING
8718 OCCUPATIONS IN LABOURING AND OTHER ELEMENTAL WORK, EXCAVATING, GRADING AND PAVING

THE CCDO OCCUPATIONAL DESCRIPTION



2161-114 SURVEYOR (prof. & tech., n.e.c.)

Surveys earth's surface and oversees engineering survey parties engaged in determining exact location and measurements of points, elevations, lines, areas and contours of earth's surface to secure data used for construction, map making, land valuation and other purposes:

Determines information needed to conduct survey from notes, maps, deeds or other records. Surveys earth's surface, using survey instruments; such as, theodolites, transits, levels and chains, and verifies accuracy of survey data by calculation. Calculates latitude, longitude, angles, areas and other information for map making from field notes secured by survey party. Keeps accurate records, notes and sketches of work performed or data obtained. Adjusts survey instruments to maintain accuracy or directs instrument man/woman to adjust them. Prepares drawings, such as plot plans, contour drawings and cross sections for land usage planning. Directs activities of survey crew in surveying duties. Prepares land descriptions and plans, searches titles and survey records in survey and registry offices. Photographs topography, if required.

GED: 5 SVP: 7 PA: L24567 EC: B46 DPT: 131

APT.											INT.	TEMP.
G	V	N	S	P	Q	K	F	M	E	C		
2	2	2	2	2	3	3	3	3	4	3	791	YO 451

(1.) CCDO Code Number
(2.) CCDO Title
(3.) Industry Designation(s)
(4.) Lead Statement
(5.) Statement of Duties
(6.) Occasional Duties
(7.) General Educational Development
(8.) Specific Vocational Preparation
(9.) Physical Activities
(10.) Environmental Conditions
(11.) Worker Functions (Data, People, Things)
(12.) Aptitude Factors
(13.) Interest Factors
(14.) Temperament Factors

SAMPLE QUALIFICATIONS PROFILE

2391 EDUCATIONAL AND VOCATIONAL COUNSELLORS

APTITUDES	PA	EC	GED	SVP	INTS.	TEMPS.
G V N S P Q K F M E C						
2 2 3 4 4 3 4 4 4 5 5	S56	I	6-5	8-7	4658	594

SAMPLE CHAPTER FROM VOLUME II OF CCDO, PART 2 **CHAPTER 1171**

ACCOUNTANTS, AUDITORS AND OTHER FINANCIAL OFFICERS

WORK PERFORMED

This chapter includes occupations concerned with planning and administering accounting services, advising on accountancy problems, and planning and conducting audits of accounts. Worker functions include: co-ordinating accounting services, audit activities, or other financial services; analyzing statistical data, rate structures, budgets, applications for credit, or other financial data; negotiating purchase and sale of securities or changes in rate structures; supervising activities of accounting, auditing and clerical staff; and advising on foreign banking arrangements, trust funds, underwriting policies, financial systems and procedures, and other financial matters. Work activities include: applying the principles of accounting, cost analysis and statistical analysis to solve accountancy problems; and auditing, preparing, certifying, examining, reporting and maintaining financial accounts, reports and systems.

LIST OF OCCUPATIONAL TITLES

A

		GED	SVP
1171-110	**SUPERVISOR, ACCOUNTANTS** (bank. & finance)	5	9
1171-158	**SUPERVISOR, AUDITORS** (bank. & finance)	5	8
1171-138	**BRANCH ACCOUNTANT, BANK** (bank. & finance)	4	7

B

		GED	SVP
1171-114	**ACCOUNTANT** (prof. & tech., n.e.c.)	5	8
1171-118	**ACCOUNTANT, BUDGET** (prof. & tech., n.e.c.)	5	8
1171-122	**ACCOUNTANT, COST** (prof. & tech., n.e.c.)	5	8
1171-126	**ACCOUNTANT, MACHINE PROCESSING** (prof. & tech., n.e.c.)	5	8
1171-130	**ACCOUNTANT, PROPERTY** (prof. & tech., n.e.c.)	5	8
1171-134	**ACCOUNTANT, TAX** (prof. & tech., n.e.c.)	5	8
1171-162	**AUDITOR** (prof. & tech., n.e.c.)	5	8

C

		GED	SVP
1171-182	**SECURITIES COUNSELLOR** (bank. & finance)	5	8
1171-184	**INVESTMENT ANALYST** (bank. & finance)	5	8
1171-186	**BURSAR** (educ.)	5	7
1171-188	**FOREIGN BANKING ARRANGEMENTS OFFICER** (bank. & finance)	5	7
1171-190	**TRUST OFFICER** (bank. & finance)	5	7
1171-194	**HEAD OFFICE UNDERWRITER** (insur. & real estate)	5	7
1171-198	**PASSENGER AND FREIGHT RATES ANALYST** (prof. & tech., n.e.c.)	5	7
1171-200	**STUDENT AWARDS OFFICER** (educ.)	5	7
1171-202	**ENGINEERING-DEPRECIATION EVALUATOR** (prof. & tech., n.e.c.)	5	7
1171-206	**FOREIGN EXCHANGE TRADER** (bank. & finance)	4	7
1171-210	**CREDIT OFFICER** (bank. & finance)	4	6

QUALIFICATIONS PROFILES

	Aptitudes											PA	EC	GED	SVP	Ints.	Temps.
	G	V	N	S	P	Q	K	F	M	E	C						
A	$\underline{1}$ $\underline{2}$	$\underline{2}$	$\underline{1}$ $\underline{2}$	4	4	$\underline{2}$	4	4	4	5	5 4	S 567	I	5-4	9-7	71	0Y9457
B	$\underline{2}$	$\underline{2}$	$\underline{1}$ $\underline{2}$	4	3 4	$\underline{2}$	4	3	4	5	5	S 567	I	5	8	71	90Y457
C	$\underline{2}$	$\underline{2}$	$\underline{2}$	4	4 3	$\underline{2}$ $\underline{3}$	4	3	4	5	5	S 567	I	5-4	8-6	712	09457Y

APTITUDES AND CAPACITIES

Financial Officers require:

- learning ability to understand and apply the principles and practices of accounting, auditing, statistics, fiscal management, and related systems and procedures;
- verbal ability to correctly interpret the wishes of clientele and to clearly explain financial procedures, and to advise staff and clientele on related transactions;
- numerical ability to make mathematical calculations with speed and accuracy;
- clerical ability to observe differences in documents such as ledgers and inventories, to proofread numbers, and to avoid perceptual errors in mathematical tabulations and calculations;
- near visual acuity for close up work such as reading or examining fiscal statements.

TRAINING AND ENTRY REQUIREMENTS

Financial Officers normally require:

A and B

- secondary school graduation at the university entrance level;
- a four year university program leading to a bachelor's degree in commerce or in a related field; and
- up to three years of on-the-job experience.

OR

- secondary school graduation at the university entrance level; and
- a number of years of on-the-job experience, of which four or five years are devoted to planned courses of study at home.

In both cases the passing of periodic and final examinations leading to membership in a provincial accounting association is required. In some provinces, provincial statutes require those engaged in public accounting hold a provincial license.

C

- high school graduation on the university entrance level; and
- one to five years experience in related work.

In some cases a program of full-time or part-time university study, leading to a bachelor's degree in arts, commerce or business administration is desirable.

ADVANCEMENT AND TRANSFER POSSIBILITIES

Advancement

Financial Officers in Cluster A, with the necessary experience, may advance to senior management positions within the organization in which they are employed. Financial Officers in Cluster B, who display leadership, may advance to related supervisory occupations in Cluster A. Financial Officers in Clusters B and C, who evidence managerial skills, may advance to occupations in Chapter 113/114 under Financial Management Occupations.

Transfer

Transfer possibilities are to similar positions in other types of business organizations, such as trade, commerce, industry, government service, public utilities and non-profit institutions.

CLUES FOR RELATING PERSONS TO OCCUPATIONAL REQUIREMENTS

Financial Officers require significant interests in, and dispositions for work involving the following:

Interests

- activities of a scientific and technical nature;
- dealing with things and objects.

Additionally, for Cluster C:

- business contact with people.

Temperaments

- the evaluation of information, against measurable or verifiable criteria;
- the evaluation of information against sensory or judgmental criteria;
- the precise attainment of set limits, tolerances or standards;
- responsibility for the direction, planning and control of an entire financial activity or the activities of other financial workers;
- dealing with people in actual job duties beyond giving and receiving instructions;
- influencing people in their opinions, attitudes or judgments about ideas or things.

MASTER LIST OF CLUSTER AND OCCUPATION CODES

(SAMPLE)

1171-A
  1171-110
  1171-138
  1171-158

1171-B
  1171-114 TO
  1171-134;
  1171-162

1171-C
  1171-182 TO
  1171-210

List of Occupation Titles and their Codes (for use in Exercise 4 of the unit on the Canadian Classification and Dictionary of Occupations - CCDO)

4153-126	Shipping Clerk
8213-110	Cake Decorator
5135-142	Salesman, Furniture and Appliances
9173-114	Chauffeur
8711-126	Bulldozer Operator
1116-162	Fisheries Inspector
7513-122	Logger, All-Round
3315-138	Aerial Photographer
6121-110	Specialist Chef
8534-238	Assembler, Tape Cartridge and Cassette
2163-176	Technical Illustrator
3152-114	Dietary Consultant

List of Occupation Titles and Descriptions (for use with Exercise 4 of the unit on the Canadian Classification and Dictionary of Occupations - CCDO)

Occupation Titles: (Use Alphabetical Index to code the following)

Nurse, Public Health

Fisherman, Trawl Net

Taxicab Dispatcher

Translator

Molecular Biologist

Meat Cutter

Asphalt Layer, Road

Labour Economist

Salesman, New Homes

High School Teacher, Vocational

Cabinetmaker

Travel Clerk

Answers from previous page:

Nurse, Public Health	3131-118
Fisherman, Trawl Net	7313-138
Taxicab Dispatcher (This is an example of how users must keep in mind that occupations can sometimes be inverted.)	9179-126
Translator	3355-122
Molecular Biologist	2133-254
Meat Cutter	8215-114
Asphalt Layer, Road	8713-182
Labour Economist	2311-142
Salesman, New Homes	5172-114
High-School Teacher, Vocational	2733-114
Cabinetmaker	8541-110
Travel Clerk	4193-122

Occupation Descriptions: (Use Major, Minor, Unit Group Method)

To practice the coding and location of special occupational categories, classify the following workers by assigning the appropriate occupational code number, CCDO Title, and industry designation:

1. Mike is the foreman of the coating room of the Wood Lake Paper Company. He supervises workers who operate equipment that provides the various glosses and finishes to the paper manufactured at the mill.

2. Alwin works in a hospital laboratory, where she specializes in tests for the blood-bank. She performs various tests on blood group, type and compatibility for transfusion purposes.

3. Sue directs and co-ordinates the development of a public-relations policy for approval of the General Manager. Sue implements this policy, directing the preparation, release and distribution of publicity, using the various communications media.

4. Peter works for the Northern Iron Mine Company. He supervises the assembly, planting, and detonating of charges of explosives to loosen rock and ore at the mine face.

5. Louise is employed in a catering firm which provides meals to major transportation companies. She supervises the test kitchen where new product combinations are developed. She checks the processing line at various stages, performing chemical, microbiological, and other quality-control tests to ensure that the meals meet the contracted standards.

6. Lionel examines, verifies dimensions, and weighs samples of paper sheets to ensure that they conform to quality specifications.

7. Lee-Anne is employed at a hospital, where she directs the planning, preparation and serving of diets prescribed by the physicians. She consults medical, nursing and social service staffs concerning problems affecting patients' food habits and needs.

8. Ghislaine feeds material into an automatic machine for making cooking pots and pans.

9. Ann is a post-graduate student at university. She is employed on a part-time basis to assist members of the Political Science faculty. She lectures and conducts discussion groups for two courses, and is also preparing two volumes of copies of official documents for publication.

10. Joy is employed in the Women's Clothing Department of a large store. She examines merchandise and invoices to verify the quantity and quality of the clothing received from manufacturers and wholesalers. She advises the Departmental Buyer, and arranges with the suppliers to correct discrepancies between the clothing ordered and that which is received. She authorizes payments of invoices or return of unacceptable goods, and she inspects clothing before authorizing an exchange or refund.

ANSWERS:

1. 8250-118 - FOREMAN/WOMAN, PAPERMAKING AND FINISHING OCCUPATIONS (pulp and paper)
2. 3156-122 - MEDICAL LABORATORY TECHNOLOGIST (medical)
3. 1137-114 - DIRECTOR, PUBLIC RELATIONS (prof. and tech. n.e.c.)
4. 7710-110 - FOREMAN/WOMAN, BLASTING OCCUPATIONS (construction; mining and quarrying; oil and nat. gas)
5. 2135-166 - FOOD TECHNOLOGIST (prof. and tech., n.e.c.)
6. 8256-126 - INSPECTOR, SHEET PAPER (pulp and paper)
7. 3152-126 - DIETICIAN, THERAPEUTIC (medical; prof. and tech., n.e.c.)
8. 9918-199 - MISCELLANEOUS OCCUPATIONS IN LABOURING AND OTHER ELEMENTAL WORK (There is no industry designation, as this is a seven-digit residual group title)
9. 2719-110 - GRADUATE ASSISTANT (educ.)
10. 5191-114 - BUYER, ASSISTANT (ret. trade)

OCCUPATIONAL EXPLORATION RECORD SHEET

Introduction: The Occupational Exploration Record Sheet (OERS) is intended to help you compile and keep track of information about occupations that is found in the following publications:

- the Canadian Classification and Dictionary of Occupations (CCDO)
- Careers Canada
- the Canadian Occupational Forecast (COFOR)
- the Forward Occupational Imbalance Listing (FOIL)
- the Institutional Program Offering Tables.

Information from other sources also can be included.

The OERS helps you to gather information about occupations in one place so that it can be assessed and occupational decisions can be made conveniently. It is designed primarily for the exploration of occupations for which there are no Careers Provinces fact sheets available. Because its format is similar to that used in Careers Provinces, users of the OERS in effect create their own fact sheets for the occupations in which they are interested by referring to the above sources and others.

How to Use the OERS:

1. Using the "Master List of Cluster and Occupation Codes" from the Index to Canadian Occupations, make a list of the 7-digit codes that correspond with each ICO occupational cluster that you wish to explore. For those clusters that do not appear on the Master List, all CCDO 7-digit codes with the same first four digits should be listed.

2. Use a separate copy of the OERS for each 7-digit (individual) occupation that you wish to explore and that does not have a corresponding Careers Provinces fact sheet. You can refer to the "Index to Careers Provinces and Careers Canada by ICO Cluster" to find out which Careers Provinces fact sheets exist for each ICO cluster; but, since some Careers Provinces fact sheets are available only in certain provinces, you will need to fill out an OERS for each one that is not available for the province(s) or territory in which you are interested.

3. Fill in the OERS, using the sources mentioned above. In this way, you will create your own fact sheet for each occupation that is not included in Careers Provinces.

4. Treat information that is only about 4-digit occupational groups or clusters with caution. What is true for a group is not always true or accurate for an individual occupation within the group.

5. Assess and compare the information that you have gathered about occupations. You should attempt to identify the aspects of occupations that attract you or that you dislike by marking them accordingly. In your mind, weigh the pros and cons of each occupation. Rank the occupations in the order of their net attractiveness.

OCCUPATIONAL EXPLORATION RECORD SHEET

Occupation Code: ______________ Occupation Title: ______________

Occupational Definition (Duties):

Educational Requirements:

Special Educational Requirements, Apprenticeship, On-the-Job Training:

Registration, Certification and Licensing:

Environmental Conditions:

Physical Activities:

Data/People/Things:

Personal Qualities:

(a) **Interests;**

(b) **Aptitudes:**

(c) **Temperaments:**

	Prov. 1	Prov. 2	Prov. 3	Prov. 4
(Fill in province)	________	________	________	________

Future Outlook:

Work Week:

Earnings:

Other Information: (e.g. nature of work, places of work, advancement, transfer possibilities, related occupations, etc.)

Education and Training Programs:

Program	Duration	Institution Where Available	Location

Notes:

D. Practice and Application:

Exercise 1:

Objective: To gather and record information from CCDO occupational descriptions.

Materials Required:

1. Canadian Classification and Dictionary of Occupations, Volume I;
2. Overhead projector;
3. Overhead transparency of:
   - a sample CCDO occupational description;
   - sample of "Master List of Cluster and Occupation Codes"
4. Completed Grid-Aids from the unit on the Index to Canadian Occupations or lists of occupations that students wish to explore; 5. Occupational Exploration Record Sheets;
6. Flip Chart;
7. Master List of Cluster and Occupation Codes

Instructions:

1. Write the objective on the flip-chart and briefly describe the kinds of information that are contained in CCDO occupational descriptions (code, title, industry designation, duties, characteristics ratings, alternate and related titles).

2. Using the transparency of a sample CCDO occupational description, point out each of the features of an occupational description and where they can be found, explaining each one as you go along. (You need only point out the characteristics ratings and mention that they will be examined in detail in the next exercise.)

3. Explain to students the Master and Term Titles and Definitions and where they can be found. Note the importance of consulting Unit Group descriptions so that references to Term Titles that they contain, and that are not contained in the individual occupational descriptions, can be found. Explain General Titles and their importance. If not carried out earlier, use the overhead transparency of the "Master List of Cluster and Occupation Codes" from the ICO to demonstrate to students how to convert 4-digit cluster codes into 7-digit individual occupation codes that then can be looked up in Vol. I of the CCDO.

4. Pass out several copies of the Occupational Exploration Record Sheet to each student. Explain that it is intended to help them keep track of the information about occupations that they will be discovering from the variety of sources in this occupational exploration stage of the course. With the OERS, students can compile their own occupational fact sheets, similar to those in Careers Provinces, for occupations that are not covered by that series. The OERS is designed solely for students' reference and convenience; it is not a test and students will be able to keep it. They should have a copy of the OERS for each occupation that they explore. Briefly explain to students how to use the OERS.

5. Ask students to look up and read the occupational descriptions for the occupations that they identified as being possibly suitable on their Grid-Aids, or occupations that they otherwise wish to explore. Since there are often many occupations in a cluster, suggest that students may want to read each of the individual descriptions in each cluster that they explore and decide how which ones are attractive enough that they want to explore them further, using additional sources: this makes later exploration more manageable. Students should record what they find out about these more attractive occupations in the appropriate spaces of the OERS.

6. Ask students to look for aspects of the duties of occupations that they would like or dislike. Caution them to distinguish between duties that generally are involved and those that are not necessarily involved.

7. Discuss with students what they found out. Did the duties of any occupations seem particularly attractive? Were there any duties that seemed especially unattractive? Were there any occupations whose duties were not what students expected? If so, how did they differ? Ask students to describe what new perspectives that they may have gained about the occupations in which they are interested. For instance, students may have discovered that the work performed in the occupations that they looked up is not what they thought it was or has more varieties than they had imagined.

8. Briefly introduce the next exercise by stating that it will examine the characteristics ratings that are assigned to occupations in the CCDO. In this way, students will have at their disposal complete profiles of the characteristics of each occupation, including the characteristics that they would not use to describe their own work needs and wants; they will be able to decide whether those characteristics are acceptable to them.

References:
- CCDO, Volume I
- CCDO Annual Guide
- "...Knowing the CCDO", pp. 18-21, 73-77, 84-95
- Counellor's Guide to the Index to Canadian Occupations, pp. 12 and 24
- Training Manual, CCDO (1972), pp. 13-20 and 69-72.

Exercise 2:

Objective: To interpret and record information from CCDO occupational characteristics ratings.

Materials Required:

1. Canadian Classification and Dictionary of Occupations, Vols. I and II;
2. Overhead projector;
3. Overhead transparencies of:
   - sample CCDO occupational description
   - a sample Qualifications Profile
4. Completed Grid-Aids from the unit on the ICO or lists of occupations that students wish to explore;
5. "...Knowing the CCDO";
6. Occupational Exploration Record Sheet;
7. Flip-chart;
8. If desired, the "Aid in Using the Occupational Exploration Questionnaire" from the Index to Canadian Occupations can be used in this exercise.

Instructions:

1. Write the objective on the flip-chart and state that, because the characteristics of occupations in the CCDO are given in coded form, it is important to be able to interpret them properly and accurately. Point out that students will recognize some of the characteristics from the ICO; other characteristics will be new to them. Encourage students to take notes on your presentation.

2. Using the overhead tranparency of a sample CCDO occupational description, point out the different characteristics ratings and define each of the eight categories (General Education Development, Specific Vocational Preparation, Physical Activities, Environmental Conditions, Data-People-Things, Aptitudes, Interests and Temperaments). Mention that Aptitudes, Interests and Temperaments are not shown on the occupational descriptions in Volume I, but they can be found in Volume II. Use the transparency of a sample Qualifications Profile to illustrate how these characteristics appear in Volume II; point out that ratings for Data-People-Things are not included there, and that Qualifications Profiles usually refer to groups or clusters rather than individual occupations.

3. With reference to "...Knowing the CCDO", briefly explain the meaning of each characteristic in each of the eight categories of ratings. Students will be able to read the detailed definitions later in the exercise.

4. Using the transparencies of a sample CCDO occupational description and of a sample Qualifications Profile, show students how to interpret the ratings that are given. Mention that Interests and Temperaments ratings are arranged in order of their

significance. Point out the distinction between the significant (underlined) Aptitudes characteristics and those that are not underlined. Answer any questions that students may have about characteristics ratings. Explain that certain characteristics can be linked; for example, GED and SVP are interdependent and should be considered together, and Physical Activity 7 (Seeing) can be linked with Aptitudes S, P and C (Spatial, Form Perception, Colour Discrimination). Explain how the Qualifications Profiles are arranged by cluster and that multiple ratings in the same profile sometimes appear, one below the other, to represent differences between occupations in the same cluster or group - the rating for the majority of occupations in the cluster or group appearing first and the ratings for smaller numbers of occupations underneath.

5. Ask students to convert the characteristics ratings for the occupations that they are interested in exploring (from their completed Grid-Aids) into their meanings, recording what they find on their Occupational Exploration Record Sheets as they go. Students will be looking up 7-digit individual occupations in Vol. I and clusters or groups in Vol. II. Help students to use the sections of the OERS for characteristics ratings, as necessary. Caution students to make careful reference to "...Knowing the CCDO" while doing their interpretations. If desired, students can also refer to the "Aid to Using the Occupational Exploration Questionnaire" for additional material on Interests, Temperaments, Abilities (Aptitudes), Physical Activities and Environmental Conditions (the CCDO uses GED and SVP instead of Education and Training Routes). Be available to deal with any difficulties that arise. Make sure that students have as much time as they need to do a fairly thorough examination of the characteristics of their chosen occupations. Caution students that the ratings for clusters and groups in Vol. II are not always accurate for the individual occupations within those clusters and groups.

6. Discuss with students what they found out about the occupations in which they are interested. Ask students whether any of the characteristics that they found made some of their occupations more attractive or less so and why. Point out that ratings should always be interpreted cautiously; GED ratings, for instance, are only a guide to what is required for satisfactory work performance, and a rating of an occupation for a given Physical Activity may refer to only some of the activities described in the definition of the characteristic.

7. Find a volunteer to describe one of his/her occupation choices in terms of its characteristics, while other students follow along in the CCDO. Ask the volunteer or other members of the class why they think certain ratings may have been assigned to the occupation in question. Discuss.

8. Ask students whether any of the ratings that they found seemed surprising at all. If not, suggest one such rating yourself. Lead a discussion of why such a rating may have been assigned, with reference to the appropriate occupational description.

   Repeat this process, if desired, using another example.

9. Ask students whether there remain any questions or points that are unclear about CCDO occupational characteristics ratings. Discuss any that arise.

10. Introduce the next exercise by explaining that Volume II of the CCDO contains additional information about qualifications and requirements for clusters of occupations. An examination of Volume II will complete the study of the CCDO.

References:
- CCDO Volumes I - II
- CCDO Annual Guide
- "...Knowing the CCDO", pp. 23-67
- "Aid in Using the Occupational Exploration Questionnaire"
- Training Manual, CCDO (1972), pp. 73-77

Exercise 3:

Objective: To gather and record information by occupational cluster from Volume II of the CCDO.

Materials Required:

1. Canadian Classification and Dictionary of Occupations, Volume II;
2. Overhead projector;
3. Overhead transparencies of a sample chapter from Vol. II of the CCDO;
4. Completed Grid-Aids from the unit on the ICO or lists of occupations that students wish to explore;
5. Occupational Exploration Record Sheet;
6. Flip-chart.

Instructions:

1. Write the objective on the flip-chart and explain that Volume II of the CCDO contains some information about occupations that is not found in Volume I, such as characteristics ratings for Aptitudes, Interests and Temperaments; detailed descriptions of "Aptitudes and Capacities" and "Training and Entry Requirements"; and information on "Advancement and Transfer Possibilities" and "Clues for Relating Persons to Occupational Requirements". Volume II also organizes occupations into clusters and rearranges some Unit Groups so that occupations are grouped to reflect similar significant Aptitude, Interest and Temperament ratings and similar levels of education and training. The clusters and Unit Groups in Vol. II are the same as those used in the Index to Canadian Occupations; thus, users who wish to explore occupations found in the ICO can use Vol. II to ascertain the individual occupations that make up each cluster or group, in addition to finding information on characteristics and qualifications.

2. Using the transparencies of a sample chapter from Vol. II, illustrate the kinds of information that can be found for each Unit Group and cluster in Vol. II. Refresh students' memories about the letter-codes used to designate clusters and restructured Unit Groups, in case they do not remember clearly from the unit on the ICO. Point out that, where applicable, each section of the chapter is divided by cluster. Point out that the sections on "Aptitudes and Capacities", "Training and Entry Requirements" and "Clues for Relating Persons to Occupational Requirements" set out information on Aptitudes, GED, SVP, Interests and Temperaments that is more specific than the corresponding characteristics ratings.

3. Using the same transparencies, illustrate how a user could consult such a chapter from Vol. II of the CCDO to find information on one cluster. (If a given chapter is not divided into clusters, the whole chapter would be appropriate for the

user's needs.) Mention that information about clusters other than the one(s) that a user is exploring can be used to compare occupations that involve similar work, but different characteristics.

4. Ask students to look up the occupation clusters and groups in which they are interested in Vol. II of the CCDO. Students should record what they find out on the Occupational Exploration Record Sheet. Help students to use the OERS as necessary.

5. Ask a volunteer to describe one of his/her occupation choices in terms of the information that s/he found out about it in Vol. II of the CCDO. Ask the volunteer to explain the pros and cons of pursuing the occupation, from his/her point of view, based on what s/he knows about it after having used the CCDO. Solicit similar comments from other members of the class about some of their chosen occupations.

6. Introduce the next unit by explaining that the exploration of occupations can be facilitated by an understanding of the CCDO classification and coding system.

References: CCDO, Volume II

Exercise 4:

Objective: To locate occupational information using the CCDO system of occupational classification.

Materials Required:

1. Canadian Classification and Dictionary of Occupations, Volume I;
2. A list of occupation titles and their codes;
3. A list of occupation titles and descriptions;
4. Overhead projector;
5. Overhead transparencies of:
   - the list of Major Groups
   - the breakdown of the CCDO classification structure
   - a sample CCDO occupation code
   - Residual Groups
   - Special Unit Groups
6. Flip-chart.

Instructions:

1. Write the objective on the flip-chart and explain that the CCDO classification system is the key to finding information about occupations in both the CCDO and other publications. An understanding of the system can help users to find information on occupations for which they do not already have codes.

2. Using the overhead transparency of the list of Major Groups, show how, in the CCDO, occupations are divided into 23 broad groupings, called Major Groups. Students can also be referred to p. xxv of Volume I (or p. xxi of the Annual Guide). All 23 Major Groups are shown on the list.

3. Using the overhead transparency of the breakdown of the CCDO classification structure, (a complete breakdown to the Unit Group level appears in Vol. I, pp. xxxi-xlix and in the Annual Guide, pp. xxvi-liv), show how each Major Group is sub-divided into Minor Groups and Minor Groups into Unit Groups, each representing a still more narrowly-defined grouping of similar occupations. Complete the breakdown by pointing out that each Unit Group contains individual occupations. Stress that the classification of occupations is based on the kind of work performed, taking into account only those activities that are significant or typical. Ask students whether they have any questions up to this point and answer any that arise.

4. Using the overhead transparency of a sample CCDO occupation code, demonstrate how the digits in the code represent the different groupings of occupations, and thus how the 7-digit code indicates exactly where an individual occupation fits into the classification structure. Point out that, within each Unit group, the individual occupations, as represented by the last three digits of each 7-digit code, are normally arranged in

descending order of their complexity. Note that, at all four levels of classification, gaps have been left in the codes to allow for the addition of new occupations or groups as they come into being and are identified. Using their respective transparencies, explain Residual Groups and Special Unit Groups. Ask students whether they have any question about the CCDO coding system and answer any that arise. Give a summary of the CCDO classification system.

5. On the flip-chart, write the list of occupation titles and their codes and ask students to find the Major, Minor and Unit Group titles and codes for each one, using the CCDO, and writing down their answers. When they have finished, go over the list with them, requesting suggestions from the class as to the correct answers; and discuss any difficulties that arise.

6. Choose pairs of Unit Groups that have common Minor Groups (e.g. 4131 Bookkeepers and Accountng Clerks and 4133 Tellers and Cashiers from Minor Group 413 BOOKKEEPING, ACCOUNT-RECORDING AND RELATED OCCUPATIONS) at random from the CCDO and ask students to suggest why they are classified in the same Minor Groups. Do the same with individual occupations that have common Unit Groups. Discuss any problems.

7. Explain to students how to locate occupations in the CCDO. Mention both the Alphabetical Index of Occupational Titles (near the back of Vol. I and in the Annual Guide) and the Major, Minor, Unit Group method. In both cases, the point is to discover the correct occupation code. Once one has the code, one can look up the occupation easily, since they are arranged in the CCDO in numerical order of their codes. Answer any questions that may arise.

8. Give students the list of occupation titles and descriptions as a hand-out and ask them to find the correct CCDO codes. Students should use the alphabetical index for the titles and the Major, Minor, Unit Group method when working with the descriptions. Go over the answers and discuss any problems.

9. Prepare students for the next Unit by mentioning briefly that the exploration of occupations can be continued using other publications such as Careers Canada.

References: - CCDO, Vol. I
- CCDO Annual Guide
- "...Knowing the CCDO" (pp. 5-17, 68-72, 78-83)
- Training Manual, CCDO (1972), pp. 21-68 and 79-131

Evaluation: Lead a discussion of the Canadian Classification and Dictionary of Occupations and its value for the exploration of occupations. Do students feel that they now know more about their occupation choices? If so, in what way? Ask students to complete and discuss these questions:

- Can you use the CCDO system of occupational classification to access information about occupations? Do you understand the criteria used in classifying occupations in the CCDO?
- Do you know what kinds of information about occupations are included in the CCDO, where to find them and how to use them.
- Can you use CCDO occupational characteristics ratings to find out what characteristics are normally required in order to peform the duties of an occupation satisfactorily?
- Can you use Volume II of the CCDO to find out the qualifications requirements and other information about groups and clusters of related occupations?

Briefly lay the groundwork for the next unit by asking students what kinds of information about occupations they still need to explore, in addition to what they found in the CCDO.

UNIT 3 CAREERS CANADA

Description: Careers Canada is a series of booklets on families of occupations that are engaged in the same or similar fields of work. The series covers occupations that require some degree of planning for entry, especially preparation through education, training and other requirements. Descriptions are general and non-technical and they give readers a feel for the work context of occupations and their interrelationships.

Make-up of Careers Canada:

As of 1980, 33 booklets were available in the Careers Canada series as follows:

Careers in Construction
Clerical Occupations
Mechanical Repair Occupations
Electronic Data Processing Occupations
Careers in Recreation and Sports
Careers in Social Sciences
Careers in Protective Services
Careers in Personal Services
Careers in the Hospitality Industry
Careers in Sales
Careers in Banking and Finance
Careers in Insurance and Real Estate
Careers in Agriculture
Careers in Transportation
Technicians in Applied Arts
Careers in Mining and Mineral Processing
Technicians in Science and Engineering
Careers in Fishing and Fish Processing
Careers in Forestry and Logging
Careers in Petroleum and Natural Gas
Careers in Printing
Careers in Drafting
Careers in Social Work and Social Welfare
Vocations in Religion
Careers in Natural Sciences
Careers in Health Services
Careers in Artistic, Literary and Performing Arts
Careers in Electricity and Electronics
Careers in Metal Working
Careers in Communications
Careers in Libraries, Museums and Archives
Careers in Architecture and Engineering
Careers in Public Utilities

In preparation:

Law and Jurisprudence

Information Contained in Careers Canada

Each Careers Canada booklet presents its information in a readable, narrative form. It gives hints about the kind of person who most enjoys a field of work or occupation and who does well in it, so that the reader, by comparison with what s/he knows about himself/herself, can gain an idea of whether that kind of work is right for him/her. The nature of the work is described, often through interviews with people working in occupations, and the varieties of similar work are outlined with reference to how different occupations fit together in the same field of work. The various places of work where the same or similar occupations can be found are described; education, training, certification and other required preparation are outlined; advancement opportunities and employment forecasts are presented; and related occupations are mentioned. Each booklet encourages self-assessment of the reader's likes and dislikes and careful career planning, including the consideration of alternate career paths. Suggestions are made on how to find more details on occupations, including what related publications might be useful, and the best way of seeking employment in the given field of work. There are some variations in format from booklet to booklet; for instance, the first six booklets take a straight factual approach to describing occupations while succeeding ones use a biographical style to describe the kinds of people who work in occupations and who can adapt to the requirements of those occupations. Photographs give readers a concrete glimpse of the kinds of work each booklet describes.

Purpose and Role of Careers Canada in the Careers Counselling Progression:

Careers Canada is a source of information about occupations that clients can consult in the second stage of the career counselling progression: the exploration of possibly suitable occupations. For the fields of work and occupations that are included in the series, clients can obtain a feel for what it is like to do the kinds of work described; the alternatives that are available for similar kinds of work; how different occupations fit together in the pursuit of a common goal; and the preparation and planning that is required for entry into a desired occupation. Careers Canada endeavours to instill in the client the need for planning and ways of going about it for particular fields of work. In these ways Careers Canada helps clients to move towards occupational decisions and plans of action. By doing so, clients prepare themselves for an assessment of their readiness for employment in their chosen occupations in the third stage of the progression.

Instructional Plan:

A. Unit Objective: To access and record occupational information in the Careers Canada series.

B. Preparation: Thoroughly familiarize yourself with Careers Canada, the fields of work it covers and the kinds of information it provides. Read the descriptive material on Careers Canada that follows this section. Read through several of the booklets in the series, such as those that deal with fields of work in which you have an interest. Use the "Index to Careers Provinces and Careers Canada by ICO Cluster" to find out how to identify the Careers Canada booklets that correspond with given ICO clusters.

Preprare overhead transparencies for use with an overhead projector, as listed below under "Materials Required". Printed versions of these transparencies are contained in this manual.

C. Materials Required: A complete set of Careers Canada booklets for each student;

Overhead projector;

Overhead transparencies of:

- the list of Careers Canada booklets;
- the list of headings found in Careers Canada;
- a sample page from the "Index to Careers Provinces and Careers Canada by ICO Cluster" (provided in the unit on Careers Provinces);

(Printed versions of these transparencies are provided in this manual).

A flip-chart;

A copy of the "Index to Careers Provinces and Careers Canada by ICO Cluster" for each student;

Completed Grid-Aids from the unit on the Index to Canadian Occupations;

Occupational Exploration Record Sheets for each occupation that each student is exploring.

CAREERS CANADA

One of the primary objectives of the Canada Employment and Immigration Commission is to prepare future labour market entrants for effective participation in the labour force.

Each year, approximately 480,000 young people leave school in search of employment. A significant number have severe adjustment problems and this often results in difficulties such as job dissatisfaction or sporadic employment.

Planning realistic career paths requires both in-school and out-of-school youth have sufficient knowledge about the world of work. Usually they do not -- probably because of the vast array of occupations from which to choose (the Canadian Classification and Dictionary of Occupations lists over 7,000).

To acquaint youth with the world of work and provide factual information to workers wishing to change occupations, the Commission has decided to make available career guidance and labour market information.

The main vehicles are the series of publications -- Careers Canada and Careers Provinces which, together with the Canadian Classification and Dictionary of Occupations, provide a major source of vocational information for use in decision making, career counselling and placement.

Careers Canada presents a new approach to career literature. From the more than 7,000 Canadian occupations, selections have been made of those where career entry is facilitated by some planning, particularly of educational subjects and other requirements of preparation and training. In turn, the selected occupations have been grouped into families, with one booklet for each family, such as health, transportation and mechanical repair.

Coverage is of a general, non-technical nature. The layout, readability and biographical style based on first-person interviews have been accepted as the type of presentation that would be most appreciated by young persons at the career exploration stage.

To encourage readers, and as a source of information, extensive use is made of illustrations showing persons at work. The format is in standard 11 by 8½ in. with each booklet conveniently punched to fit a standard three-ring binder.

All information in the Careers Canada booklets has been checked for accuracy by authoritative representatives of each family of occupations and where applicable, by related associations representing employers and employees.

Careers information is generally discussed under the following headings:

Is This For You? encourages readers to undertake a process of self-discovery, assess their own interests against the main factors required for success in the particular family of occupations, and either continue reading for more detailed information or turn to other booklets in the series.

Nature of Work presents diverse experiences and approaches to career planning through interviews with persons in the particular career. They explain the career plans and choices they have made, or should have made, their satisfaction and frustrations and their hopes for the future. By presenting various experiences, career seekers realize that their problems are not unique and they may benefit from decisions made by others.

What's the Next Step? emphasizes the need for further self-assessment; it encourages readers to think about their own likes and dislikes and to consider various alternate career paths leading to meaningful futures.

Other parts of each booklet provide general information on preparation and training, advancement, related occupations and employment forecasts over the next several years.

This general information is augmented by Careers Provinces, a series of leaflets containing precise data for individual occupations by province.

The Careers Canada series is placed in about 7,000 counselling centres, including Canada Employment Centres, most secondary and post-secondary schools, rehabilitation centres and public libraries. They are available through selected commercial outlets across the country.

CAREERS CANADA BOOKLETS

Published 1980:

- Careers in Construction
- Clerical Occupations
- Mechanical Repair Occupations
- Electronic Data Processing Occupations
- Careers in Recreation and Sports
- Careers in Social Sciences
- Careers in Protective Services
- Careers in Personal Services
- Careers in the Hospitality Industry
- Careers in Sales
- Careers in Banking and Finance
- Careers in Insurance and Real Estate
- Careers in Agriculture
- Careers in Transportation
- Technicians in Applied Arts
- Careers in Mining and Mineral Processing
- Technicians in Science and Engineering
- Careers in Fishing and Fish Processing
- Careers in Forestry and Logging
- Careers in Petroleum and Natural Gas
- Careers in Printing
- Careers in Drafting
- Careers in Social Work and Social Welfare
- Vocations in Religion
- Careers in Natural Sciences
- Careers in Health Services
- Careers in Artistic, Literary and Performing Arts
- Careers in Electricity and Electronics
- Careers in Metal Working
- Careers in Communications
- Careers in Libraries, Museums and Archives
- Careers in Architecture and Engineering
- Careers in Public Utilities

In Preparation:

- Law and Jurisprudence

CAREERS CANADA HEADINGS

INTRODUCTION
IS THIS FOR YOU?
NATURE OF WORK
PREPARATION AND TRAINING
PLACES OF WORK
ADVANCEMENT
FUTURE OUTLOOK
RELATED OCCUPATIONS
SEEKING EMPLOYMENT
WHAT'S THE NEXT STEP
RELATED PUBLICATIONS

INDEX TO CAREERS PROVINCES AND CAREERS CANADA
BY ICO CLUSTER

Major Group 11: Managerial, Administrative and Related Occupations

ICO Cluster		Careers Provinces Occupations		Careers Canada Booklet (Page)
1115	Postmasters			
1130	General Managers and Other Senior Officials			
113/114	Other Managers and Administrators	1135-114 1135-122 1137-118 1142-110 1142-114	Bank Manager Credit Manager Sales Manager Hotel Manager Manager, Food and Beverage	- Careers in the Hospitality Industry (3,11) - Careers in Sales (9,11) - Careers in Banking and Finance (13,24,26) - Careers in Libraries, Museums and Archival Sciences* - Social Work and Social Welfare Occupations*
1171-A	Accountants, Auditors and Other Financial Officers	1171-138	Branch Accountant, Bank	- Careers in Banking and Finance (12)
1171-B	Accountants, Auditors and Other Financial Officers	1171-114 1171-162	Accountant Auditor	- Careers in Banking and Finance (23,24)
1171-C	Financial Officers	1171-182 1171-184 1171-190 1171-194 1171-206 1171-210	Securities Counsellor Financial Analyst Trust Officer Underwriter Foreign Exchange Trader Credit Officer	- Careers in Insurance and Real Estate (9) - Careers in Banking and Finance (12,14,15,18,19,25)
1173	Organization and Methods Analysts			
1174	Personnel and Related Officers			
1175	Purchasing Officers and Buyers, Non-Wholesale or Retail			- Careers in Sales (13)

OCCUPATIONAL EXPLORATION RECORD SHEET

Occupation Code: ____________________ Occupation Title: ________________

Occupational Definition (Duties):

Educational Requirements:

Special Educational Requirements, Apprenticeship, On-the-Job Training:

Registration, Certification and Licensing:

Environmental Conditions:

Physical Activities:

Data/People/Things:

Personal Qualities:

(a) **Interests:**

(b) **Aptitudes:**

(c) **Temperaments:**

	Prov. 1	Prov. 2	Prov. 3	Prov. 4
(Fill in province)	______	______	______	______

Future Outlook:

Work Week:

Earnings:

Other Information: (e.g. nature of work, places of work, advancement, transfer possibilities, related occupations, etc.)

Education and Training Programs:

Program	Duration	Institution Where Available	Location

Notes:

D. Practice and Application

Exercise 1:

Objective: To access and record occupational information in the Careers Canada series.

Materials Required:

1. Complete sets of Careers Canada booklets;
2. Overhead projector;
3. Overhead transparencies of:
   - the list of Careers Canada booklets;
   - the list of headings found in Careers Canada;
   - a sample page from the "Index to Careers Provinces and Careers Canada by ICO Cluster";
4. "Index to Careers Provinces and Careers Canada by ICO Cluster";
5. Completed Grid-Aids from the unit on the Index to Canadian Occupations (or lists of occupations that students wish to explore);
6. Occupational Exploration Record Sheets;
7. Flip-chart.

Instructions:

1. Write the objective on the flip-chart. Explain that, although students now have explored individual occupations in some detail, they have looked at them in isolation. Careers Canada will give them an opportunity to look at those occupations in the context of the general fields of work where they belong; thus, students will be able to see how the occupations that they are exploring fit in with the work done in other occupations. Careers Canada sets out in general terms, the alternative career paths that exist in diverse fields of work, gives users a feel for what it is actually like to work in the occupations described, and indicates the kind of preparation and planning that is required of those who make career decisions in favour of those occupations. Point out that the first six booklets in the series take a factual approach to occupations, while succeeding booklets describe the people who fit in well with the work performed, often using a biographical style in describing typical workers.

2. Using the overhead transparency of the list of Careers Canada booklets, demonstrate to students the variety of fields of work that the series covers. Point out that the information provided is national in scope.

3. Using the overhead transparency of the list of headings found in Careers Canada, describe the kind of information that is provided under each heading. Emphasize that the information should not be used to make final occupational decisions, but it is intended to provide a basis for planning and further exploration.

4. Using the overhead transparency of a sample page from the "Index to Careers Provinces and Careers Canada by ICO Cluster", demonstrate to students how to identify the Careers Canada booklets that correspond with ICO occupational clusters that they are exploring. Stress that the page numbers shown refer to descriptions of specific occupations in the booklets, but that it is important to look through the booklets indicated completely, so that one can explore the fields of work in general and find out about other occupations in the same field. (Mention that many of the booklets that are listed with asterisks to indicate that they have not yet been published, may have become available.)

5. Ask students to look up the occupations that they identified on their Grid-Aids as being possibly suitable, or that they otherwise wish to explore, in Careers Canada. Students should use the "Index to Careers Provinces and Careers Canada by ICO Cluster" to find out which Careers Canada booklets contain information for the clusters in which they are interested. Students should record what they find out about the occupations and general fields of work that they are exploring on their Occupational Exploration Record Sheets. Help students to use the OERS in gleaning information from Careers Canada. (Most sections of the OERS may be applicable.)

6. Discuss with students what they have found out. Were certain kinds of work more interesting than others? Ask students to explain their comments. For example, a student may have found that a particular occupation or field of work seems to offer a strong sense of accomplishment in the context of the goal or final product towards which it works; or the variety of possible work situations within an occupation may be attractive.

7. Ask students what kinds of career planning were suggested as being important by what they read. They may mention things like education and training programs and consideration of future employment prospects. Focus on the development of self-knowledge; ask students to suggest ways in which self-knowledge can be acquired. Things such as testing for interests and aptitudes, self-assessment according to pre-determined factors (e.g. the Occupational Exploration Questionnaire from the ICO), studying favourite activities, and talking to people who know one well - particularly about traits that one has seen related to interesting occupations - these and others may be mentioned. List students' suggestions on the flip-chart. Issues related to self-knowledge include ability and willingness to move; length of time one is willing to spend in preparation for a career (e.g. education and training, apprenticeship, internship, etc.); acceptable earnings: note these on the flip-chart as well. Ask students to consider and to try to increase their self-knowledge as they continue exploring occupations in succeeding units.

8. Briefly prepare students for the next unit by explaining that an important consideration in choosing an occupation is the expected demand on one's own province or territory, in others and in Canada as a whole.

References: - Counsellor's Guide to the Index to Canadian Occupations, pp. 24-25.

Evaluation: Lead a discussion of Careers Canada and its value for the exploration of occupations. Do students feel that they now know more about their occupation choices? If so, in what way? Do students now have a feel for how their occupation choices fit into the world of work? Ask students to explain their responses. Do students know what kinds of planning go into making an occupational decision? Ask students to explain their answers. Ask students to complete the following questions:

- Can you access information about occupations in Careers Canada?
- Do you know what kinds of information about occupations are included in Careers Canada and how to use them?
- Can you use Careers Canada as a basis for planning what further exploration of occupations is needed?
- Can you use Careers Canada as a basis for planning preparation for entry into occupations?

Introduce the next unit by explaining that it will involve an examination of demand forecasts both for specific occupations and for manpower requirements in general in Canada and in each province.

UNIT 4 COFOR AND FOIL

Descriptions: The Canadian Occupational Forecast (COFOR) is a publication that forecasts demand for 500 occupation groups over periods of eight years. Of the 500 groups covered, 390 were included in the first edition of COFOR for the period 1974-1982. The occupation groups that are dealt with are those which generally do not require extensive post-secondary education, but rather specific vocational preparation such as on-the-job training and apprenticeships.

The Forward Occupational Imbalance Listing (FOIL) is a quarterly publication that forecasts shortages and surpluses of manpower and various occupations over two-year periods. The occupations covered include both those that require post-secondary education and those that generally do not.

Both publications provide information at the Unit Group level of CCDO occupational classification. However, COFOR also includes data for Major and Minor Groups and FOIL includes some 7-digit individual occupations.

Make-up of COFOR and FOIL:

COFOR: The Canadian Occupational Forecast is published in a series of booklets based on geographic areas. There is a booklet for Canada as a whole, one for each province, and regional overview booklets for the Prairies and the Atlantic Provinces. Separate publications deal with highly qualified manpower and methodology used in making the occupational forecasts.

FOIL: The Forward Occupational Imbalance Listing is published as one booklet that comes out four times a year. This publication shows information on expected manpower shortages and surpluses for each province and territory.

Information Contained in COFOR and FOIL:

COFOR: COFOR provides forecast data on the manpower requirements:

- for Canada, each province and, where applicable, each region and the provinces that each includes (not broken down by occupation);
- for Canada, each province and, where applicable, each region and the provinces that each includes (broken down by Major Group);
- for Canada, each province or each region (broken down by Minor Group); and
- for Canada, each province or each region (broken down by Unit Group).

The tables that make up COFOR show figures (rounded to the nearest 25) for the number of workers required in the base year (e.g. 1974) and the projection year (e.g. 1982), the net change in number of workers and that change as a percentage of the base year, the number of withdrawals and deaths that will lead to replacement requirements, the total number of required supplies of workers (net change plus withdrawals/deaths) and the total required supplies as a percentage of the base year.

FOIL: FOIL provides predictions of manpower shortages and surpluses organized in three tables:

- the FOIL Summary, which shows information by occupation for all provinces and territories;
- the Provincial/Territorial Summary, which is organized by province and territory, listing the shortages and surpluses for each;
- the Occupational Detail tables, which are organized by occupation, showing the provinces and territories where requirements and surpluses are expected and including comments about the nature of the imbalances where applicable.

Occupations are examined at the Unit Group level, although some 7-digit individual occupations are included where appropriate. The imbalances are expressed as light, moderate and extreme requirements and surpluses.

N.B. By their very nature, predictions of future outlook for occupations are subject to limitations. Forecasts can be based only on existing trends and known factors; they cannot take into account unforeseeable events and circumstances. Unexpected changes in economic conditions, technological change and other factors can alter the demand for occupations, belying the most carefully constructed predictions.

COFOR and FOIL are subject to the limitation of the structure of the CCDO. Because they forecast future outlook at the Unit Group level, their predictions are not necessarily accurate for individual occupations within the groups. For example, physiotherapists and occupational therapists both are included in Unit Group 3137, but the demand for physiotherapists may well be different from that for occupational therapists; the demand indicated for the Unit Group is composite and not strictly correct for any of the individual occupations that it contains. Thus, except for the small number of individual occupations that are included in FOIL, the future outlook information in COFOR and FOIL must be treated with great caution and regarded only as very general; still, that information can be useful in that it provides an approximation of future outlook.

Finally, while FOIL gives indications of both supply and demand for workers, COFOR only indicates demand; thus, although COFOR does show the approximate number of workers that will be needed for a given kind of work, it does not show what kind of competition for jobs can be expected due to the supply of qualfied workers.

Purpose and Role of COFOR and FOIL in the Career Counselling Progression:

COFOR and FOIL are sources of information on the future outlook for occupations that clients can consult in the second stage of the career counselling progression: the exploration of possibly suitable occupations.

From the information that COFOR and FOIL provide, clients can determine whether the employment prospects for occupations in which they are interested are sufficiently encouraging to give them a reasonable hope of finding work; they also can find out which parts of Canada are expected to provide the best prospects for employment in their chosen occupations. Such information can help clients to decide the occupations in which they actively will seek employment and whether they should move to improve their opportunities for employment, if they are willing to do so. In making decisions of this kind, clients prepare themselves for an assessment of their readiness for employment in their chosen occupations in the third stage of the progression.

Instructional Plan:

A. Unit Objective: To access and interpret information on occupational forecasts in COFOR and FOIL.

Exercises:
1. To access and record occupational forecast information in COFOR.
2. To access and record occupational forecast information in FOIL.

B. Preparation: Thoroughly familiarize yourself with COFOR and FOIL. Read the introductions to both publications and familiarize yourself with the definitions used, especially in COFOR. Study each table so that you know how to interpret the information provided. Look up specific occupations by the Unit Groups (and in COFOR by their Major and Minor Groups as well) and assess their expected demand. In COFOR, the section entitled Outlook to 1982 (or whatever the projection year used may be) is particularly useful for following along in the interpretation of the data in the tables.

Prepare overhead transparencies for use with an overhead projector, as listed below under "Materials Required". Printed versions of these samples are contained in this manual, but if you wish to use samples of tables for provinces or regions other than the ones provided, transparencies can be made from photocopies of tables from the appropriate COFOR booklet(s).

c. Materials Required: A copy of the COFOR booklet for your province for each student and, if applicable, an equal quantity of the Prairies or Atlantic Provinces COFOR booklet;

At least one, and preferably more, complete sets of the COFOR booklets for Canada, the Prairies and Atlantic Overviews and all provinces;

A copy of the most recent FOIL booklet for each student;

Overhead projector;

Overhead transparencies of:

- COFOR Table 1 (Manpower Requirements, Canada, Region, Provinces);
- COFOR Table 2 (Manpower Requirements, % of Region by Province);
- COFOR Table 3 (Occupational Demand - Canada, by Major Group);
- COFOR Table 7 (Occupational Demand - Province, by Unit Group);

- COFOR Table 11 (Occupational Demand - Province, by Unit Group);
- FOIL Summary;
- Provincial/Territorial Summary (FOIL);
- Occupational Detail (FOIL);

(Printed versions of these transparencies are provided in this manual).

A flip-chart;

Occupational Exploration Record Sheets for each occupation that each student explores;

Completed Grid-Aids from the unit on the Index to Canadian Occupations.

TABLE 1
TABLEAU 1

Forecast of Manpower Requirements in Canada, the Atlantic Region and the Atlantic Provinces
Prévisions de l'offre de main-d'oeuvre requise au Canada, dans la région de l'Atlantique et les provinces de l'Atlantique

1974-1982*

PROVINCE	Net Change-Changement net			Required Supplies-Offre requise	
	Net Change Changement net 1974-1982	In Percentage of 1974 En pourcentage de 1974	Withdrawals-Deaths Retraits-Décès	Required Supplies Offre requise 1974-1982	In Percentage of 1974 En pourcentage de 1974
Newfoundland Terre-Neuve	26,600	20.82	39,675	66,275	51.88
Prince Edward Island Ile-du-Prince-Edouard	5,175	14.50	12,000	17,175	48.11
Nova Scotia Nouvelle-Ecosse	46,350	20.41	61,675	108,025	47.56
New Brunswick Nouveau-Brunswick	28,700	15.15	45,925	74,625	39.39
Atlantic Region Région de l'Atlantique	106,325	18.30	160,225	266,550	45.88
Canada**	1,371,025	17.95	1,828,275	3,199,300	41.88

* Excluding occupations generally requiring post-secondary education.
* Excluant les professions requérant une éducation postsecondaire.

** May not add to totals due to rounding.
** La somme des rangées peut ne pas être égale au total à cause de l'arrondissement.

TABLE 2
TABLEAU 2

Forecast of Manpower Requirements in the Atlantic Provinces
Prévisions de l'offre de main-d'oeuvre requise dans les provinces de l'Atlantique

1974-1982*

Expressed as a Percentage of the Atlantic Region Total
En pourcentage du total de la région de l'Atlantique

Province	Net Change Changement net	Withdrawals-Deaths Retraits-Décès	Required Supplies Offre requise
Newfoundland Terre-Neuve	25.0	24.8	24.9
Prince Edward Island Ile-du-Prince-Edouard	4.9	7.5	6.4
Nova Scotia Nouvelle-Ecosse	43.6	38.5	40.5
New Brunswick Nouveau Brunswick	27.0	28.7	28.0
Atlantic Region** Région de l'Atlantique**	100.0	100.0	100.0

* Excluding occupations generally requiring post-secondary education.
* Excluant les professions requérant une éducation postsecondaire.

** May not add to totals due to rounding.
** La somme peut ne pas être égale au total à cause de l'arrondissement.

TABLE 3
TABLEAU 3

OCCUPATIONAL DEMAND - CANADA - DEMANDE PAR PROFESSION

1974-1982*

				1974-1982* NET CHANGE - CHANGEMENT NET			REQ. SUPPLIES-OFFRE REQUISE	
CCDO CODE CCDP	DESCRIPTION	DEMAND DEMANDE 1974	1982	NET CHANGE CHANGEMENT NET 1974-1982	IN PERCENTAGE OF 1974 EN POURCENTAGE DE 1974	WITHDRAWALS DEATHS RETRAITS-DECES 1974-1982	REQ. SUPPLIES OFFRE REQUISE 1974-1982	IN PERCENTAGE OF 1974 EN POURCENTAGE DE 1974
11	Managerial, Admin. Directeurs, Admin.	255800	321575	65775	25.71	87850	153625	60.06
41	Clerical Occs. Personnel Admin.	1611175	2049450	438275	27.20	323200	761475	47.26
51	Sales Occs. Vente	980450	1185400	204950	20.90	251450	456400	46.55
61	Service Occs. Services	1017900	1290050	272150	26.74	243250	515400	50.63
71	Farming Occs. Agriculteurs	511175	457850	-53325	-10.43	121850	68525	13.41
73	Fishing, Hunting Pêche, Chasse	26800	27700	900	3.36	7175	8075	30.13
75	Forestry and Logging Forêt	73500	80750	7250	9.86	17200	24450	33.27
77	Mining Occs. Mines	56825	66250	9425	16.59	15325	24750	43.55
81/82	Processing Occs. Ind. Transformation	384250	418200	33950	8.84	92025	125975	32.78
83	Machining Occs. Usineurs	291200	324650	33450	11.49	71900	105350	36.18
85	Product Fab Occs. Fabrication	760800	852800	92000	12.09	190850	282850	37.18
87	Construction Trades Trav. Bâtiment	642800	716850	74050	11.52	169400	243450	37.87
91	Transport Eq. Operat. Expl. Transports	400850	477575	76725	19.14	112050	188775	47.09
93	Material-Handling Manutentionnaires	192450	222250	29800	15.48	41300	71100	36.94
95	Other Crafts Autres ouvriers	117450	140875	23425	19.94	29175	52600	44.79
99	Occs. not else. Class. Trav. Non-Classés	315100	377325	62225	19.75	54275	116500	36.97
	TOTAL	7638525	9009550	1371025	17.95	1828275	3199300	41.88

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* Excluding occupations generally requiring post-secondary education.

* Excluant les professions requérant une éducation postsecondaire.

TABLE 7
TABLEAU 7

OCCUPATIONAL DEMAND - NOVA SCOTIA - NOUVELLE-ECOSSE - DEMANDE PAR PROFESSION

1974-1982*

				NET CHANGE - CHANGEMENT NET			REQ. SUPPLIES - OFFRE REQUISE	
CCDO CODE CCDP	DESCRIPTION	DEMAND DEMANDE 1974	DEMAND DEMANDE 1982	NET CHANGE CHANGEMENT NET 1974-1982	IN PERCENTAGE OF 1974 EN POURCENTAGE DE 1974	WITHDRAWALS DEATHS RETRAITS-DECES 1974-1982	REQ. SUPPLIES OFFRE REQUISE 1974-1982	IN PERCENTAGE OF 1974 EN POURCENTAGE DE 1974
11	Managerial, Admin. Directeurs, Admin.	5150	6850	1700	33.01	1975	3675	71.36
41	Clerical Occs. Personnel Admin.	41650	54475	12825	30.79	9725	22550	54.14
51	Sales Occs. Vente	31600	38825	7225	22.86	8875	16100	50.95
61	Service Occs. Services	34450	41500	8050	23.37	9200	17250	50.07
71	Farming Occs. Agriculteurs	9425	8275	-1150	-12.20	2450	1300	13.79
73	Fishing, Hunting Pêche, Chasse	6175	6525	350	5.67	1650	2000	32.39
75	Forestry and Logging Forêt	3050	3150	100	3.28	825	925	30.33
77	Mining Occs. Mines	3750	5250	1500	40.00	1475	2975	79.33
81/82	Processing Occs. Ind. Transformation	12400	14650	2250	18.15	3200	5450	43.95
83	Machining Occs. Usineurs	5800	6650	850	14.66	1650	2500	43.10
85	Product Fab Occs. Fabrication	16600	19775	3175	19.13	4925	8100	48.80
87	Construction Trades Trav. Bâtiment	27225	30575	3350	12.30	7575	10925	40.13
91	Transport Eq. Operat. Expl. Transports	15475	18350	2875	18.58	4700	7575	48.95
93	Material-Handling Manutentionnaires	5200	6300	900	17.31	1325	2225	42.79
95	Other Crafts Autres ouvriers	3500	4350	850	24.29	950	1800	51.43
99	Occs. not else. Class. Trav. Non-Classés	5700	7200	1500	26.32	1175	2675	46.93
	TOTAL	227150	273500	46350	20.41	61675	108025	47.56

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* Excluding occupations generally requiring post-secondary education.

* Excluant les professions requérant une éducation postsecondaire.

Table 11 Occupational Demand in Nova Scotia, 1974-1982 (4-Digit C.C.D.O.)

CCDO CODE	DESCRIPTION	DEMAND		NET CHANGE 1974-1982	NET CHANGE % of 1974	WITHDRAWALS DEATHS 1974-1982	REQ. SUPPLIES 1974-1982	REQ. SUPPLIES % of 1974
		1974	1982					
1113	Govn. Administrators	525	750	225	42.86	225	450	85.71
1115	Postmasters	375	400	25	6.67	150	175	46.67
1156	Govn. Inspectors	575	850	275	47.83	225	500	86.96
1119	Govn. Officials Uniq.	25	50	25	100.00	25	50	200.00
1130	General Managers	600	725	125	20.83	275	400	66.67
1136	Personnel Mgmt. Occs.	25	50	25	100.00	0	25	100.00
1137	Sales Mgmt. Occs.	100	150	50	50.00	50	100	100.00

F.O.I.L. SUMMARY
RESUME DE LA L.A.D.P.

CCDO CCDP	Occupational Title Occupation	NFLD. T.-N.	P.E.I. I.-P.-E.	N.S. N.-E.	N.B. N.-B.	QUE. QUE.	ONT. ONT.	MAN. MAN.	SASK. SASK.	ALTA. ALB.	N.W.T. T.N.-O.	B.C. C.-B.	YUKON YUKON
2155	Aerospace Engineers Ingénieurs en aérospatiale					RL		RL				RL	
2155-110	Aerospace Engineer, Design and Development Ingénieur-concepteur en aérospatiale, conception et développement						RL						
2161	Surveyors Arpenteurs-géomètres	SE		SL		SE	SM	SM		SL		SM	SL
2161-122	Surveyor Helper Aide géomètre		SM										
2163	Draughting Occupations Dessinateurs	SM	SL		SM/RM	SE/RL			RL				
2163-126	Architectural Draughtsman/woman Dessinateur d'architecture						SL					SM	
2163-130	Civil Draughtsman/woman Dessinateur en génie civil			RL			SL/RL					RE	
2163-138	Electrical Draughtsman/woman Dessinateur d'installations électriques						RL					RE	
2163-142	Draughtsman, Electronic Dessinateur de matériel electronique											RM	
2163-146	Heating and Ventilating Draughtsman/woman Dessinateur de systèmes de chauffage et de ventilation											RM	
2163-154	Mechanical Draughtsman/woman Dessinateur en construction mécanique			RL			SL/RL					RE	
2165	Architectural and Engineering Technologists/Technicians Tech.-spéc. et tech. en architecture et en ingénierie	SE			RL	SE/RL	SL/RL		RL				
2165-114	Architectural Technologist Technicien-spécialiste en architecture											SM/RL	
2165-122	Civil-Engineering Technologist Technicien-spécialiste en génie civil											SM	
2165-126	Electrical-Engineering Technologist Technicien-spécialiste en génie électrique											RM	
2165-130	Electronic-Engineering Technologist Technicien-spécialiste en génie électronique					SM/RL						RM	

Manpower Requirement, Light	RL	Main-d'oeuvre requise, demande légère	Manpower Surplus, Light	SL	Surplus de main-d'oeuvre, léger
Manpower Requirement, Moderate	RM	Main-d'oeuvre requise, demande modérée	Manpower Surplus, Moderate	SM	Surplus de main-d'oeuvre, modéré
Manpower Requirement, Extreme	RE	Main-d'oeuvre requise, demande extrême	Manpower Surplus, Extreme	SE	Surplus de main-d'oeuvre, extrême

PROVINCIAL/TERRITORIAL SUMMARY
RESUME PROVINCIAL ET TERRITORIAL

Nova Scotia **Nouvelle-Écosse**

Manpower Surplus Surplus de main-d'oeuvre			Occupational Title	CCDO CCDP	Occupation	Manpower Requirement Main-d'oeuvre requise, demande		
Extreme Extrême	Moderate Modéré	Light Léger				Light Légère	Moderate Modérée	Extreme Extrême
			Financial Management Occupations	1135	Directeurs financiers		X	
			Accountants, Auditors and Other Financial Officers	1171	Comptables, experts comptables et autre agents financiers	X		
			Civil Engineers	2143	Ingénieurs civils	X		
			Electrical Engineer, General	2144-118	Ingénieur électricien, en général	X		
			Electronic Engineer	2144-122	Ingénieur électronicien	X		
			Mechanical Engineers	2147	Ingénieurs mécaniciens	X		
		X	Surveyors	2161	Arpenteurs-géomètres			
			Civil Draughtsman/woman	2163-130	Dessinateur en génie civil	X		
			Mechanical Draughtsman/woman	2163-154	Dessinateur en construction mécaniques	X		
			Electronic-Engineering Technician	2165-230	Technicien en génie électronique	X		
		X	Social Workers	2331	Travailleurs Sociaux			
		X	Occupations in Welfare and Community Services	2333	Personnel des services sociaux et communautaires			
		X	Elementary and Secondary School Teaching and Related Occupations	273	Enseignants des écoles primaires et secondaires et personnel assimilé			
			Nurses, Graduate, Except Supervisors	3131	Infirmières diplômées, à l'exception des surveillantes	X		
		X	Nursing Assistants	3134	Infirmières auxiliaires			
		X	Nursing Attendants	3135	Aides-infirmières et garçons de salle d'hôpital			
			Physiotherapists, Occupational and Other Therapists	3137	Physiothérapeutes, ergothérapeutes et autres		X	
		X	Secretaries and Stenographers	4111	Secrétaires et sténographes	X		
	X		Typists and Clerk-Typists	4113	Dactylographes et commis-dactylographes			
	X		Tellers and Cashiers	4133	Caissiers			
		X	Electronic Data-Processing Equipment Operators	4143	Opérateurs sur matériel mécanographique électronique			
		X	Stock Clerks and Related Occupations	4155	Commis au stock et travailleurs assimilés			
		X	Receptionists and Information Clerks	4171	Réceptionnistes et hôtesses d'accueil			

OCCUPATIONAL DETAIL
LISTE DETAILLÉE PAR PROFESSION

CCDO: 4113 :CCDP
TYPISTS AND CLERK-TYPISTS — DACTYLOGRAPHES ET COMMIS-DACTYLOGRAPHES

PROV/TER	RANK		PROV/TER	RANG	
NFLD.	SE/RL	Very high turnover will be caused by low salaries, difficult working conditions and concentration of demand only in major urban centres.	T.-N.	SE/RL	Les salaires peu élevés, les conditions de travail difficiles et la concentration de la demande de main-d'oeuvre dans les grands centres urbains seulement produiront un très fort roulement de travailleurs.
N.S.	SM	High turnover.	N.-E.	SM	Roulement important.
N.B.	SM/RL	Demand and supply imbalances caused by high turnover rates. Demand mainly centered in urban centers of Fredericton, St. John and Moncton. RM for bilingual candidates.	N.-B.	SM/RL	Déséquilibre de l'offre et de la demande causé par le roulement élevé du personnel. Demande en majeure partie concentrée dans les agglomérations urbaines de Fredericton, Saint-Jean et Moncton. RM pour candidats bilingues.
QUE.	SE/RL	Imbalances of supply and demand are caused by mobility problems. Demand is concentrated in urban centres.	QUE.	SE/RL	Déséquilibre de l'offre et de la demande causé par des problèmes de mobilité. Demande concentrée dans les centres urbains.
ONT.	SM/RL	Surpluses in Hamilton, Ottawa, Barrie, Sudbury and Thunder Bay. Coexistant shortages and surpluses in Toronto and Belleville. See CCDO 4111.	ONT.	SM/RL	Surplus à Hamilton, Ottawa, Barrie, Sudbury et Thunder Bay. Pénuries et surplus coexistent à Toronto et Belleville. Voir CCDP 4111.
MAN.	SM	Surplus mainly in Winnipeg.	MAN.	SM	Des surplus sont enregistrés principalement à Winnipeg.
SASK.	SL/RL	Well qualified workers in demand.	SASK.	SL/RL	Les travailleurs plus qualifiés sont en demande.
ALTA.	SL/RL	Turnover and large number of inexperienced workers create mismatch.	ALB.	SL/RL	Discordance explicable par la rotation et l'inexpérience de bon nombre de travailleurs.
B.C.	SL/RL	SE Okanagan-Kootenays. RL Metro Vancouver for well-qualified: 50 wpm typing required. Increasing requirement for word processing skills.	C.-B.	SL/RL	SE à Okanagan-Kootenays. RL à la métropole de Vancouver, demande de personnel qualifié (50 mots à la minute en dactylographie). Demande accrue de spécialistes en traitement des mots.

CCDO: 4113-124 :CCDP
CLERK-TYPIST — COMMIS-DACTYLOGRAPHE

PROV/TER	RANK	PROV/TER	RANG
P.E.I.	SE	I.-P.-E.	SE
YUKON	SL	YUKON	SL

Manpower Requirement, Light	RL	Main-d'oeuvre requise, demande légère	Manpower Surplus, Light	SL	Surplus de main-d'oeuvre, léger
Manpower Requirement, Moderate	RM	Main-d'oeuvre requise, demande modérée	Manpower Surplus, Moderate	SM	Surplus de main-d'oeuvre, modéré
Manpower Requirement, Extreme	RE	Main-d'oeuvre requise, demande extrême	Manpower Surplus, Extreme	SE	Surplus de main-d'oeuvre, extrême

OCCUPATIONAL EXPLORATION RECORD SHEET

Occupation Code: ____________________ Occupation Title: ______________

Occupational Definition (Duties):

Educational Requirements:

Special Educational Requirements, Apprenticeship, On-the-Job Training:

Registration, Certification and Licensing:

Environmental Conditions:

Physical Activities:

Data/People/Things:

Personal Qualities:

(a) **Interests:**

(b) **Aptitudes:**

(c) **Temperaments:**

	Prov. 1	**Prov. 2**	**Prov. 3**	**Prov. 4**
(Fill in province)	______	______	______	______

Future Outlook:

Work Week:

Earnings:

Other Information: (e.g. nature of work, places of work, advancement, transfer possibilities, related occupations, etc.)

Education and Training Programs:

Program	Duration	Institution Where Available	Location

Notes:

D. Practice and Application:

Exercise 1:

Objective: To access and record occupational forecast information in COFOR.

Materials Required:

1. The COFOR booklet for your province (and, if applicable, the COFOR booklet for your region);
2. COFOR booklets for Canada, the Prairies and Atlantic Overviews and all provinces;
3. Overhead projector;
4. Overhead transparencies of:
   - COFOR Table 1 (Manpower Requirements, Canada, Region, Provinces);
   - COFOR Table 2 (Manpower Requirements, % of Region by Province);
   - COFOR Table 3 (Occupational Demand - Canada, by Major Group);
   - COFOR Table 7 (Occupational Demand - Province, by Major Group);
   - COFOR Table 11 (Occupational Demand - Province, by Unit Group);

   Flip-chart;
6. Occupational Exploration Record Sheets;
7. Completed Grid-Aids from the unit on the ICO (or lists of occupations that students wish to explore).

Instructions:

1. Write the objective on the flip-chart. Introduce the exercise by explaining that occupational forecasting is a relatively new field. Yet, it is important to occupational decision-making and planning by individuals and to the planning for future manpower needs through counselling, placement, training, immigrant selection and the development of education and training programs. Without knowledge of future demand for occupations, there is a tendency for people, especially young people, to prepare themselves for certain occupations in response to immediate demand, which often shrinks or disappears by the time they have finished their preparation; the result is a glut of available workers who are qualified for certain occupations or fields. Thus, consideration of occupational forecasts is an integral component in career planning. Ask students to suggest occupations or fields that have developed oversupplies of qualified workers. A well-known example is in the educational system, itself, where the post-war baby boom resulted in a rapid increase in the need for teachers; by the early 1970s, this demand was falling off and many teachers at all levels, frequently the newly-trained ones, found it difficult to find jobs.

2. Introduce COFOR by briefly describing its background, its uses and the kinds of information it provides. Make sure that students are aware that the occupational groups it covers generally do not require a post-secondary education. Point out

that COFOR provides forecasts of occupational demand for up to eight years, which makes COFOR an important tool in carrying out the kind of career planning in accordance with future demand discussed above. Caution students, however, that COFOR, like any forecast, cannot allow for unforeseen occurrences that can significantly affect the employment requirements of the economy; it does allow users to make career plans and decisions according to known trends and future manpower needs and without being completely blind to future considerations. In addition, caution students that COFOR provides data on future occupational demand not supply, so no indication of possible competition for jobs is given. Finally, explain the inaccuracy of applying predictions of demand for Unit Groups to the individual occupations that they contain. For these reasons, COFOR data must be used with caution.

3. Using the overhead transparencies of COFOR Tables 1, 2 and 3, demonstrate to students the kinds of information that the tables provide and how to interpret them. Explain the definitions of demand, net change, withdrawals/deaths and required supplies (i.e. total demand for new and replacement workers) carefully. Do an oral interpretation of the information shown similar to the explanation given in COFOR under "Outlook to 1982". Point out that tables of occupational demand by Major Group for provinces and regions, similar to Table 3 (Occupational Demand - Canada, by Major Group), can be found in COFOR. Use the transparency of Table 7 as an example. Give a general run-down and interpretation of the data that this table contains.

4. Using the transparency for COFOR Table II, demonstrate the kinds of information that it shows and how to interpret it. Point out that there is a Table 12, which gives the same information, but ranks Unit Groups according to the number of required supplies. Similarly, Tables 9 and 10 give the same information for Minor Groups. Ask students to look up the Minor and Unit Groups for the clusters from the ICO that they have been exploring, and to enter the information that they gather on their Occupational Exploration Record Sheets; assist students as necessary. Point out that students will not be able to find information for every Unit Group, but that they will at least be able to find information on the Minor Groups to which their chosen occupations belong.

5. Ask students to look up data on future demand for the occupations in which they are interested in the COFOR booklets for Canada, the Prairies and Atlantic Regions and other provinces. Students should use these booklets for purposes of comparison with the information for their own province that they just examined. Ask students to look for instances where the occupations in which they are interested are expected to be in better or worse demand in other parts of Canada. They should also attempt to find out how the outlooks for their occupations compare with the appropriate overall outlooks for Canada and the regions.

6. Suggest to students that they would require certain kinds of self-knowledge in order to use the information in COFOR as a basis for occupational planning and decision-making. Ask students what questions they think they would need to answer for themselves. Students might suggest things like:

   - What would I consider to be an acceptable level of demand in order to feel that the employment prospects for an occupation are reasonable?

   - Would I pursue an occupation that is very suitable and in which I am strongly interested if the predicted demand is not encouraging?

   - Would I be willing to work in an occupation in which I am less interested, but which is expected to be in good or moderate demand?

   (These last two questions involve a trade-off with which anyone exploring occupational demand forecasts will have to deal. Encourage students to give careful thought to this trade-off.)

   - Would I be willing to move to another part of Canada where the job prospects, either for a given occupation or in general, are better than they are where I now live? If so, to where would I be willing to move?

   Write these questions on the flip-chart as students suggest them. Ask students to consider questions such as these and to look through the future demand information that they have compiled in the light of their answers, attempting to see which occupation(s) would seem to be the best choice(s). However, students are not expected to make any final choices.

7. Ask students what they found out. Do any occupations appear to be good choices? Do any appear to be poor ones? Ask students to explain their comments with reference to COFOR data.

8. Discuss any questions that students may have about COFOR and its uses.

9. Briefly introduce the next unit by explaining that the Forward Occupational Imbalance Listing (FOIL) is another source of information on the future demand for occupations. Because FOIL includes information for occupations other than those covered by COFOR, especially occupations that involve post-secondary education, students will be able to find out what the prospects are for additional occupations.

References: - Canadian Occupational Forecast (especially Introduction, Definitions and Outlook to 1982)

Exercise 2:

Objective: To access and record occupational forecast information in FOIL.

Materials Required:

1. The most recent edition of the Forward Occupational Imbalance Listing (FOIL);
2. Overhead projector;
3. Overhead transparencies of:
   - the FOIL Summary (sample);
   - a sample of the FOIL Provincial/Territorial Summary;
   - a sample of the FOIL Occupational Detail Table;
4. Flip-chart;
5. Occupational Exploration Record Sheets;
6. Completed Grid-aids from the unit on the ICO (or lists of occupations that students wish to explore).

Instructions:

1. Write the objective on the flip-chart. Explain that, just as COFOR is an important tool for occupational planning and decision-making, so is the Forward Occupational Imbalance Listing, which provides short-term predictions of manpower shortages and surpluses. Describe FOIL, its uses and the kinds of information it provides. Point out that, unlike COFOR, it includes occupations that require post-secondary education. Explain that, because FOIL is published four times a year, its information is up-to-date and continually reflects new conditions in the economy that affect the future demand for occupations; however, as is the case with COFOR, FOIL cannot allow for sudden unforeseen occurrences that can change the demand for occupations, although its short forecast period and frequent publication minimize the danger of such occurrences going unreported. It is thus important for users of FOIL to consult the most recent edition available and to check later editions as they are published so that they can keep abreast of any new developments that might affect the expected demand for occupations in which they are interested. In addition, caution students that Unit Group ratings for shortages and surpluses are not always completely accurate for all of the individual occupations that the Unit Group contains; thus the information in FOIL should be used with caution.

2. Using the overhead transparency of the FOIL Summary, explain the kind of information it shows and how to interpret it. Explain the abbreviations that are used for light, moderate and extreme requirements and surpluses. Point out that if no rating is shown for an occupation for a given province or territory, the supply and demand of workers are expected to be in balance. Double, apparently contradictory, entries indicate that both a requirement and a surplus may exist at once due to mobility problems and differing conditions from one locale to another; differences between skills required and those offered; and high turnover.

3. Using the overhead transparency of a sample of a FOIL Provincial/Territorial Summary, explain to the students how to use it. This table contains the same information as is found in the FOIL Summary, but is arranged in separate tables for each province and territory so that users can see at a glance what the overall employment prospects are expected to be for a given province or territory. Occupations for which supply and demand are expected to be in balance are not shown.

4. Using the overhead transparency of a sample of the FOIL Occupational Detail Table, explain to students how to use it. This table is organized by occupation and contains the same information that is found in the other two tables, but also includes additional details about the nature of the requirements and surpluses listed. Provinces and territories where the supply and demand for an occupation are expected to be in balance are now shown. Because of the additional details included in this table, users can find out information to do with areas within a province or territory; turnover; mobility problems; differences in conditions between urban and rural areas; qualifications mismatches; and particular types of employers who may have requirements for a given occupation.

5. Point out to students that the information in FOIL is general, and its use should be tempered by the knowledge that it provides leads about conditions that should be checked and investigated further, and that exceptions will occur. Make sure that students are aware that a balance between demand and supply for an occupation should be interpreted as reasonable prospects, since it means that an oversupply of workers is not expected - a user who pursues such an occupation could even conceive of himself/herself as part of the balance; still, the best prospects will be found where a requirement for workers is indicated.

6. Ask students to look up the occupations that they identified as being possibly suitable in the ICO, or that they otherwise wish to explore, in FOIL, using the appropriate Unit Group codes. Point out to students that in some cases, they will be able to find 7-digit individual occupations, and sometimes both the Unit Group and individual occupations that it contains. (This can be useful for purposes of comparison; e.g. 1135 Financial Management Occupations, in general, are expected to be in light or moderate requirement in N.S., N.B., Alberta and B.C. and in balance in the rest of Canada; but, 1135-110 Comptrollers will only be in short supply in B.C., so its prospects are less encouraging. - FOIL, Vol. 4, #2, July, 1978). Students should enter what they find out about the expected demand for occupations on their Occupational Exploration Record Sheets; assist students as necessary.

7. Ask students what questions they think they would need to answer for themselves in order to use the information found in FOIL as a basis for occupational planning and decision-making. Possible suggestions include:

- What would I consider to be good prospects for employment in an occupation?

- How much future job satisfaction am I willing to give up in order to improve my chances of finding a job?

- Would I be willing to move to another part of Canada to improve my job prospects. If so, to where would I be willing to move?

- Would I be willing to work in a small town, rural area or remote district if the demand was better there?

- Would I be willing to do extra preparation (e.g. attain a higher skill level, become bilingual, specialize) if employers seem to prefer it, so that I can improve my chances of employment?

Write these questions on the flip-chart as students suggest them. Ask students to look over the information that they compiled from FOIL in light of the answers that they would give to these questions.

8. Ask students what they found out. Do any occupations appear to be good choices? Do any appear to be poor ones? Ask students to explain their comments with reference to FOIL information.

9. Discuss any questions that students may have about FOIL and its uses.

10. Briefly introduce the next unit by explaining that it will involve the exploration of post-secondary educational programs that can be taken as preparation for occupations.

References: - Forward Occupational Imbalance Listing

Evaluation: (COFOR and FOIL)

Lead a discussion of COFOR and FOIL and their value in occupational planning and decision-making. Do students feel that the information on future demand for occupations could affect their decisions and plans about starting a career? If so, in what way? What self-knowledge would they require in order to use such information and how would they reach their conclusions? Ask students to complete the following questions:

- Can you access information about expected occupational demand in COFOR and FOIL?

- Do you know the kinds of information about occupational demand that can be found in COFOR and FOIL and how to interpret it?

- Can you use COFOR and FOIL as a basis for making career plans and decisions?

At this point, it might be informative to note that a survey called the Job Opportunity Survey is produced by many local Canada Employment Centres to establish current demand for occupations in their immediate areas. Some contain additional information such as seasonality, the number of potential employers and turnover rates. The JOS is issued with varying regularity depending on the area and it is not usually readily available to clients; but, as counsellors, students should be aware of the JOS as another source of demand information on occupations.

Prepare students for the next unit by explaining that it will cover the College and University Program Tables, which permit users to explore post-secondary programs that can help qualify people for occupations.

UNIT 5 COLLEGE AND UNIVERSITY PROGRAM TABLES

Description: The College and University Program Tables are charts that enable users to discover the post-secondary institutions that offer programs in which users are interested; alternatively, the tables can be used to discover the programs that given institutions offer. In addition, the tables indicate the level of study at which each program is offered.

Make-up of the College and University Program Tables:

The College and University Program Tables consist of a set of charts, each of which deals with one of the following regions: Atlantic Region, Quebec Region, Ontario Region and Western Region. If there is a large number of post-secondary institutions in a region, two charts are provided for that region. The charts are published annually.

Information Contained in the Program Tables:

Each regional chart in the Program Tables lists the universities, community colleges, institutes of technology and other post-secondary institutions in the area. (Full titles and addresses of the institutions are provided in an appendix.)

Each chart also lists the programs that exist, grouped in categories that correspond with CCDO Major Groups of occupations. However, each grouping shows programs of education and training at the post-secondary level, not the occupations for which those programs might qualify one.

The institutions are listed along the vertical axis of the chart, while the programs are shown along the horizontal axis. When an institution offers a given program, a symbol is shown beside that institution in the column for that program (i.e. at the coordinates of the institution and program). There are different symbols, depending on the level(s) at which a program is offered, as follows:

CERTIFICATE OR DIPLOMA PROGRAMS/PROGRAMMES DU CERTIFICAT OU DU DIPLOME

0. Less than one-year duration/durée de moins d'un an
1. One-year duration/durée d'un an
2. Two-year duration/durée de deux ans
3. Three-year duration/durée de trois ans
4. Four-year duration/durée de quatre ans

DEGREE PROGRAMS/PROGRAMMES DU GRADE

B. Bachelor's Degree/Baccalauréat
M. Master's Degree/Maîtrise
D. Doctoral Degree/Doctorat
△ Bachelor's and Master's Degrees/Baccalauréat et Maîtrise
□ Bachelor's, Master's and Doctoral/Baccalauréat, Maîtrise et Doctorat
T. Transfer Programs/Programmes de transfert
C. Co-operative Programs/Programmes d'alternance travail-études
A. Apprenticeship Programs/Programmes d'apprentissage

Purpose and Role of the College and University Program Tables in the Career Counselling Progression:

The Program Tables are sources of information on the availability of post-secondary education and training programs that clients can consult in the second stage of the career counselling progression: the exploration of possibly suitable occupations. With these tables, clients can determine the institutions that offer programs at the appropriate level of study that will help them to qualify for occupations in which they are interested. Such information can help clients to make educational and occupational decisions and to determine whether they will need to move to a different locale in order to enter an appropriate program for the occupations(s) in which they are interested. In so doing, clients prepare themselves for an assessment of their readiness for employment in the third stage of the progression.

N.B. In order to use the Program Tables effectively, a client must first have gathered information from other sources about the education and training requirements of occupations in which s/he is interested. Otherwise, the client will be only guessing about the programs and levels of study that might be appropriate to his/her needs.

In addition, clients should be aware that the tables provide only basic information about programs and where they are available. Detailed information about programs, entrance requirements, tuition, financial assistance and other relevant matters should be obtained from the appropriate institutions, once clients have used the tables.

Instructional Plan:

A. Unit Objective: To find information on post-secondary education and training programs and their availability using the College and University Program Tables.

B. Preparation: Thoroughly familiarize yourself with the Program Tables and how they work. Read the section "How To Use this Chart For Selecting A Program And Career" that is printed on each chart. Read the descriptive material on the Program Tables that follows this section. Note how the programs are grouped according to CCDO Major Group. Note that when an institution has more than one campus, there usually is a separate listing for each one. Familiarize yourself with the symbols for the different kinds of programs. Look up some programs to see where they are available, including any programs with which you are familiar to see how they are represented on the chart. Look up 2 or 3 institutions, preferably ones with which you are familiar, to see what programs they offer and how they are represented. Check charts for each region so that you will be able to compare them and to look up programs and institutions for all of Canada.

C. Materials Required: A set of the College and University Program Tables for each student;

Overhead projector;

Overhead transparency of a sample section of a Program Table; (A printed version of this transparency is provided in this Manual).

A flip-chart;

Occupational Exploration Record Sheets for each occupation that each student is exploring.

COLLEGE AND UNIVERSITY PROGRAM TABLES

These charts present the main program offerings at all major post-secondary institutions in Canada. No attempt has been made to list separately the affiliates of the main colleges or universities. The program offerings are generally included opposite the principal institution.

The names of post-secondary schools are listed in full in the appendix. However, only the abbreviations have been used on the charts. Institutions with campuses in different cities have also been listed.

These tables include only those programs terminating in a diploma or degree. Most specializations within certain programs are not shown, while others are included in a general program listing. No differentiation has been made between general, major and honours degrees at the Bachelor's level, nor between graduate and undergraduate diploma courses.

The tables were verified by the registrar and contain all changes submitted before publication. However, new programs are being introduced continuously, and students should check with the registrar of a chosen institution or with the school counsellor for more complete and up-to-date information about specific entrance requirements or courses.

The charts will help students select their area of study. Registrars and admissions officers of the university or college will provide the necessary enrolment procedures. Before making a final choice, students should seek the advice of career counsellors, faculty members at a nearby community college or university, interested parents and others such as people employed in occupations related to the chosen field.

How to use these charts:

This series of charts has two main sections: a horizontal listing of programs offered by post-secondary schools divided into fields of study, and a vertical listing, by province, of major Canadian institutions.

Selecting a program:

In selecting a program, you first consider the fields of study at the top of tables and select the programs that interest you; next, read the list of institutions and their code numbers at the left of the tables, and then locate your preferred program according to the school. Make a list of these schools, and select one, according to your preference.

Selecting a school:

If, on the other hand, you know several schools that interest you, look at the list on the left side of the chart, noting their names, code numbers and provincial location. To pick out the most suitable, consider the programs offered and select the school according to your preferences.

COLLEGE AND UNIVERSITY PROGRAMS TABLES – SIMULATION

FIELDS OF WORK — **MANAGEMENT AND ADMINISTRATION**

ONTARIO

COLLEGES AND UNIVERSITIES

OCCUPATIONAL AREA		BUSINESS AND COMMERCE	CONSTRUCTION OPERATIONS	EDUCATION AND TEACHING	FINANCE, ACCOUNTING AND AUDITING	GOVERNMENT & PUBLIC ADMINISTRATION	HEALTH ADMINISTRATION	ORGANIZATION AND METHODS ANALYSIS	PERSONNEL AND INDUSTRIAL RELATIONS	PRODUCTION MANAGEMENT	RESOURCES MANAGEMENT	SALES AND ADVERTISING	SERVICES MANAGEMENT	SOCIAL SCIENCES MANAGEMENT	TRANSPORTATION AND COMMUNICATIONS	OTHER AREAS OF MANAGERIAL AND ADMINISTRATIVE WORK			
ONTARIO																			
BROCK	1	2B		M	2B	2B		□								2B	1		
CARLETON	2		□			△											2		
GUELPH	3	B									B		B				3		
LAKEHEAD	4	3B			□		B		B								4		
LAURENTIAN	5	4B											3				5		
McMASTER	6.	B										B					6		

simulation

SECTEURS DE TRAVAIL		GESTION ET COMMERCE	TRAVAUX DE CONSTRUCTION	EDUCATION ET ENSEIGNEMENT	FINANCE, COMPTABILITÉ ET VERIFICATION	GOUVERNEMENT ET ADMINISTRATION PUBLIQUE	ADMINISTRATION DES SERVICES DE SANTE	ANALYSE DE L'ORGANISATION ET DES METHODES	PERSONNEL ET RELATIONS INDUSTRIELLES	GESTION DE LA PRODUCTION	GESTION DES RESSOURCES	VENTE ET PUBLICITE	GESTION DES SERVICES	GESTION EN SCIENCES SOCIALES	TRANSPORT ET COMMUNICATIONS	AUTRES SECTEURS DE TRAVAIL EN GESTION ET EN ADMINISTRATION			
SHERIDAN LORNE PARK	54												2				54		
SHERIDAN MILTON	55							2									55		
SHERIDAN MISSISSAUGA	56										1						56		
SHERIDAN OAKVILLE	57	23							2	2							57		
SIR S. FLEMING COBOURG	58										1						58		
SIR S. FLEMING LINDSAY	59						2							T			59		
SIR S. FLEMING PETERBORO	60	3			23					3			2		2	2	60		

COLLÈGES ET UNIVERSITÉS

ONTARIO

DOMAINES D'ACTIVITÉ — **GESTION ET ADMINISTRATION**

OCCUPATIONAL EXPLORATION RECORD SHEET

Occupation Code: ____________________ Occupation Title: ______________

Occupational Definition (Duties):

Educational Requirements:

Special Educational Requirements, Apprenticeship, On-the-Job Training:

Registration, Certification and Licensing:

Environmental Conditions:

Physical Activities:

Data/People/Things:

Personal Qualities:

(a) Interests:

(b) Aptitudes:

(c) Temperaments:

	Prov. 1	Prov. 2	Prov. 3	Prov. 4
(Fill in province)	______	______	______	______

Future Outlook:

Work Week:

Earnings:

Other Information: (e.g. nature of work, places of work, advancement, transfer possibilities, related occupations, etc.)

Education and Training Programs:

Program	Duration	Institution Where Available	Location

Notes:

D. Practice and Application:

Exercise 1:

Objective: To find information on post-secondary education and training programs and their availability using the College and University Program Tables.

Materials Required:

1. College and University Program Tables;
2. Overhead projector;
3. Overhead transparency of a sample section of a Program Table;
4. Flip-chart;
5. Occupational Exploration Record Sheets.

Instructions:

1. Write the objective on the flip-chart and explain that the Program Tables can help users to discover the institutions that offer programs that can prepare and qualify workers for occupations. Mention that the tables can also be used to find out what programs certain institutions offer.

2. Ask students to suggest how the tables can be used for occupational planning and decision-making. Make sure that students mention determining which institutions to contact and consider for a given program and deciding whether to continue to pursue certain programs (and thus, possibly certain occupations). Write these points on the flip-chart.

3. Discuss the kind of information that is a prerequisite for the proper use of the tables. Make sure that students know that the sources of occupational information that they explored in earlier exercises should have made them aware of the kinds of programs that they should be investigating.

4. Using the overhead transparency of a sample section of a Program Table, demonstrate to students how the tables work. Point out that the programs are listed by appropriate CCDO Major Group for easy reference and that this can help them when they are not sure of which programs they should be looking for for a given occupation. Explain the program symbols and how they should be interpreted. Point out that there is a listing for each post-secondary institution in the region covered by a given chart, and that, where applicable, there is a separate listing for each campus of an institution. Draw students' attention to the numbering of each institution and campus, which makes the charts easier to follow and which refers to a section of full names and addresses of institutions at the bottom of each chart. Mention the four regions of Canada that are used in the Program Tables and that there are charts for each one.

5. Ask students to look up the post-secondary programs that are appropriate for the occupations in which they are interested and that they have been exploring. Ask them to consult the tables for each of the four regions for purposes of comparison. Students should record what they find on their Occupational Exploration Record Sheets. Be available to assist any student who has difficulty or questions in using the Program Tables.

6. Suggest to students that, very often, one will have already made an occupational decision before using the Program Tables, and that the tables, in such situations, are really part of the planning that follows an occupational decision. However, in what ways might the tables enter into an occupational decision, itself? Ask students to suggest such ways; write their suggestions on the flip-chart. The following should be mentioned:

   - whether a program is available in one's own area or somewhere else where one would be willing to go;

   - whether a program is of an acceptable duration (although the user usually has obtained this information from other sources);

   - when the tables act as a lead in obtaining more detailed information whether tuition, admission requirements and other conditions of a post-secondary program given at specific institutions are acceptable and can be met.

   Ask students to look over the information that they gained from the tables in the light of the above considerations. Point out that normally one should not make any final decisions about occupations solely on the basis of the information contained in the Program Tables; rather, the tables are best used as an indicator of where to look for more information about post-secondary education and training programs - then, one can make informed decisions about programs and, if appropriate, occupations. Of course, no matter what the availability of post-secondary programs may be, users should be able to discover from other sources whether such programs are even necessarily required for the occupations in which they are interested.

7. Discuss any questions that students may have about the Program Tables and their uses.

8. Introduce the next exercise by pointing out that, having explored occupations using the six sources of information covered in this course, they are now ready to assess the information that they have gathered and to make occupational decisions.

Reference: - the College and University Program Tables

Evaluation: Lead a discussion of the Program Tables and their uses in occupational planning and decision-making. Do students feel that the table could affect their decisions and plans with respect to occupations or the decisions and plans of others? If so, in what way? Ask students to complete the following questions:

- Can you use the Program Tables to find information on post-secondary education and training programs, their availability and where to search for more information about them?
- Do you know the kinds of information that are contained in the Program Tables and how to interpret them?
- Can you use the Program Tables as a basis for plans and decisions about education and training programs and occupations?

Briefly introduce the next exercise by explaining that it will consist of an assessment of the information that students have gathered about occupations.

UNIT 6 ASSESSMENT OF OCCUPATIONAL INFORMATION

Introduction: Once a client has made a thorough investigation of occupational possibilities that s/he has identified using systems such as the Index to Canadian Occupations, s/he will need to assess the information that has been gathered, in order to choose one (or perhaps two) occupations in which s/he will actively seek employment. The client will then be in a position to make plans and preparations around his/her occupational choice(s), to assess his/her employment readiness in the occupation(s), to carry out any necessary preparations or plans of action and to conduct a job search.

The purpose of this unit is to tie together any loose ends that exist after students have explored occupational possibilities, using Careers Provinces, the Canadian Classification and Dictionary of Occupations, Careers Canada, the Canadian Occupational Forecast, the Forward Occupational Imbalance Listing and the Program Tables; most importantly, this unit will consist of an assessment of the information that students have gathered about occupations, so that occupational plans and decisions can be made.

At the beginning of Section II of this manual, an exercise was included "To formulate a means for choosing between occupational possibilities". Collecting information about occupations was established as the first step of that means. Subsequent steps were:

(a) organizing the information about each occupation in a common format;

The Careers Provinces fact sheets were the model for that format, and students simultaneously organized information from other sources into the similar format of the Occupational Exploration Record Sheet, when they were gathering it.

(b) examining the information on each occupation to identify attractive and undesirable aspects;

(c) marking positive and negative aspects by underlining, circling, etc.;

(d) comparing the positive and negative aspects of different occupations that are under exploration;

(e) ranking occupational possibilities in order of their attractiveness and desirability.

These last four steps were touched upon briefly in the unit on Careers Provinces, but they will form the basis of the exercise in this unit.

Instructional Plan:

Objective: To assess occupational information in order to make decisions about occupations in which to actively seek employment.

Materials Required:

1. Careers Provinces fact sheets for occupations that students have been exploring;
2. Completed Occupational Exploration Record Sheets for occupations that students have been exploring;
3. Flip-charts.

Instructions:

1. Write the objective on the flip-chart and explain what it entails. Remind students of the means of choosing between occupational possibilities that were formulated at the beginning of the Occupational Exploration stage of the course. List the steps for occupational assessment on the flip-chart, asking students to suggest them from memory or from reference to notes. Explain that these are the steps that will be followed in this exercise.

2. Point out to students that, before proceeding to assess occupational information, it is important to make sure that all of the necessary information has been gathered. Ask students to examine the information on the Careers Provinces fact sheets and Occupational Exploration Record Sheets for the occupations that they have been exploring in the last few exercises. Is there any information that they feel they still need to obtain? List students' suggestions on the flip-chart and discuss the ways in which such information could be found. Some items may require simply referring back to sources that have already been examined to glean details that might have been missed at first reading. Students will almost certainly mention certain kinds of information that could be found for Careers Provinces occupations, but not for others: earnings and probably work week. Discuss ways in which this information can be obtained and carry them out. Phone calls to sources such as the local Canada Employment Centre, employers, professional associations and unions may be all that is required. (If necessary, the assessment of occupational information can be delayed until another meeting so that students will have a chance to gather these additional details.)

3. When all of the needed additional information has been gathered, ask students to examine their Careers Provinces fact sheets and Occupational Exploration Record Sheets to identify attractive and undesirable aspects of occupations. Remind students of the various kinds of self-knowledge discussed in earlier exercises that is required in order to decide which aspects of occupations are attractive and which are undesirable. Ask students to mark

the positive and negative aspects of the occupations that they are examining for easy reference later on, when they will be comparing occupational possibilities. Suggest that they pay special attention to those aspects of occupations that are very attractive and those that are plainly unacceptable, since these are likely to be crucial in comparing and ranking occupations.

4. When students have finished examining their occupational possibilities one by one, ask them to compare those occupations and to rank them in order of their attractiveness, desirability and practicality. Outline the kinds of considerations that students may want to take into account while comparing and ranking occupations:

   (a) most vs. least attractive duties;

   (b) educational requirements that students meet or are willing to meet through study vs. educational requirements they do not meet and are unwilling or unable to meet through further study;

   (c) special educational requirements, apprenticeships, on-the-job training that would be acceptable vs. those that would not be acceptable;

   (d) registration, certification and licensing requirements that are acceptable and can be met vs. those that are unacceptable or cannot be met;

   (e) environmental conditions that are attractive or acceptable vs. those that are not;

   (f) physical activities that are attractive or acceptable vs. those that are not;

   (g) strong vs. weak interests, temperaments and aptitudes;

   (h) attractive or acceptable vs. unacceptable future outlook;

   (i) desirable or acceptable vs. unacceptable geographic location (due to nature of work, demand, ability and willingness to move, etc.);

   (j) desirable or acceptable vs. unacceptable work week;

   (k) attractive or acceptable vs. unacceptable earnings;

   (l) acceptable vs. unacceptable availability of any education and training programs that would be needed (due to location, duration, etc.).

   Students may find it useful to examine the possibilities within these considerations to rank them or determine what is and is not acceptable before assessing occupations; for example, they could rank the interest characteristics in order of preference, and decide what the cut-off point should be between acceptable and unacceptable earnings. Students should be careful in making such decisions, since needs, wants and abilities all enter into them; for instance, a prudent cut-off point for earnings might be better determined by needs than by wants.

The following method of comparing and ranking occupations is recommended:

- start with two or three occupations at once and compare them, arranging their fact sheets in order of preference;
- take each additional occupation one at a time and compare it with each of those that already have been ranked until you find where in the order of preference it belongs, and insert its fact sheet at that point;
- repeat this process for each additional occupation until all occupations being assessed have been ranked;
- any occupations that are clearly unacceptable can be eliminated from the above sorting process as you go along and placed in a separate pile - this will save time.

Although the above method requires some re-reading of fact sheets each time a new occupation is compared and ranked, this can be kept to a minimum and done quickly if students have done a thorough job of marking the positive and negative aspects of their occupation choices on the fact sheets. The physical sorting of the fact sheets will give them a good feel for the relative desirability of the occupations.

5. Assist any students who have questions or difficulties in comparing and ranking occupations.

6. Ask students whether they were able to arrive at a satisfactory ranking of occupations. Ask them to explain their comments with reference to the positive and negative aspects of the occupations they examined and any trade-offs they found themselves making. For example, one might find it necessary to move to a different area in order to find an encouraging future outlook and attractive earnings in an occupation, while other occupations might not have required one to move, but would have paid less and would be in less demand; or one might sacrifice earnings for more interesting duties. List such trade-offs on the flip-chart and ask students to review their rankings of occupations in the light of such considerations, so that they can make any modifications that they feel are in order.

7. Ask students to make note of their rankings of occupations, especially the first two or three, for easy reference in the exercises on employment readiness assessment.

Evaluation: Ask students to answer the following questions:

- Can you assess occupational information to determine positive and negative aspects of occupations?
- Do you know the kinds of considerations that are important in comparing occupations for their relative desirability?
- Can you rank occupations according to their desirability and practicality in order to reach an occupational decision?

Point out to students that the next stage of career counselling involves an assessment of the readiness for employment of clients in the occupations that they have chosen to actively pursue. However, the next exercise will be concerned with the use of occupational exploration tools by counsellors with clients.

UNIT 7

USE OF OCCUPATIONAL EXPLORATION TOOLS BY COUNSELLORS WITH CLIENTS

Introduction: In preceding units, students have become familiar with several tools for occupational exploration and how they work. Having approached those tools from the standpoint of the client, students are now ready to examine those tools from the perspective of the counsellor. Although, for the most part, the use by clients of the occupational exploration tools that are studied in this course is straightforward, there are certain issues that arise in relation to the effective use of these sources of information by counsellors with clients. The considerations to which counsellors should pay attention go beyond a simple "how to" introduction of the materials to clients. These considerations include:

- the establishment of the kinds of information about occupations that are important in making occupational decisions and plans;
- the identification of clients who might benefit from the sources of information (Careers Provinces, Canadian Classification and Dictionary of Occupations, Careers Canada, COFOR, FOIL and the College and University Program Tables);
- the advantages and limitations of each occupational exploration tool; and
- the discovery and expansion of self-knowledge by the client.

This unit will examine the above considerations in order to enable students to guide clients through the exploration of occupational possibilities in the most effective way.

Instructional Plan:

A. Unit Objective: To formulate a means for guiding clients through the exploration of occupational possibilities.

B. Preparation: Read the explanatory material that follows this section. Go through the exercise for this unit to familiarize yourself with what will be done and what you will be asking of students.

C. Materials Required: A complete set of occupational exploration materials for each student (issued in earlier exercises): Careers Provinces, CCDO, Careers Canada, COFOR, FOIL and the College and University Program Tables.

A flip-chart.

GUIDING CLIENTS IN EXPLORING OCCUPATIONAL POSSIBILITIES

Once a client has identified occupations that might be suitable, using a system such as the Index to Canadian Occupations, s/he will need to explore those occupational possibilities in detail in order to reach an occupational decision and to make plans around that decision. However, the client likely will not know what to do next or where to look for information about occupations. Indeed, it may well be necessary to point out to the client that s/he should conduct a detailed exploration of occupations, since s/he may feel that the initial indications of suitability of occupations that they obtained in using the ICO are sufficient to make an occupational decision. The role of the counsellor at this stage is crucial in helping the client to make an informed, reasoned and carefully considered choice of an occupation in which to actively seek employment.

Counsellors can guide clients through the exploration of occupations in the following way:

1. Establishment of the Need to Explore:

   When the client has identified possibly suitable occupations, using a system such as the Index to Canadian Occupations, the counsellor should suggest to the client that those possibilities can be explored further. This should be done in a non-directive way so that the client has control of the process and is making the choices and decisions about his/her future work himself/herself. The most effective approach is probably to simply ask the client to consider for a moment what s/he does not know about the occupations in which s/he is interested. If the client needs some prodding on this point, it should be sufficient to give just one example of information that the client probably does not know about his/her occupational possibilities and that would seem to be an important consideration; the chances of finding a job in a given occupation is a good example to use.

   It is important that the client be aware of the need to explore occupations in depth so that s/he will have a goal in sight towards which s/he can work by exploring occupations. That goal is the ability to make well-informed decisions about occupations and one's future work. The client will then be motivated to carry out a thorough exploration. However, the client's understanding of what s/he is doing in the exploration stage and his/her motivation for doing so will be the strongest only if s/he has arrived at the realization of the need to explore on his/her own. Thus, the role of the counsellor is to suggest the questions that lead to that realization and not simply to state that the exploration of occupations is important.

2. Establishment of Required Information About Occupations:

   In order to explore occupations, one needs to know what one is looking for. Thus, the counsellor should suggest to the client that s/he might think about this and make a list of the kinds of information about occupations that s/he wishes to find. The list might include some of the following:

- duties;
- education and training requirements;
- apprenticeships;
- on-the-job training;
- registration, certification and licensing;
- environmental conditions;
- physical activities;
- interests;
- temperaments;
- abilities;
- future job outlook;
- geographic location;
- hours of work;
- earnings;
- available education and training programs;
- relationship to other occupations;
- advancement and transfer possibilities;
- places of work.

When the client has made a list of desired information about occupations, the counsellor should suggest kinds of information that the client may not have thought of, briefly explaining what each involves. This will help the client to make sure that s/he has a complete idea of the kinds of information that are needed; and it will make the client aware of the many considerations that can go into an occupational choice. In suggesting considerations, the counsellor should make the client aware, when appropriate, of how certain kinds of information are related to others; for instance, job prospects vary according to geographic location, earnings vary according to geographic location, education and training, and hours of work vary according to place of work or type of employer.

3. Identification of Sources from Which a Client Can Benefit:

Knowing the kinds of information about occupations that the client seeks, the counsellor easily can tell which sources will be the most useful to the client; the counsellor also can determine whether any information not already on hand will be required, necessitating contacts with special sources, such as employers, unions, professional associations, Canada Employment Centres, etc. To determine the sources that will be the most useful to the client, the counsellor must use his/her knowledge of the kinds of information found in Careers Provinces, the Canadian Classification and Dictionary of Occupations, Careers Canada, COFOR, FOIL, the Program Tables and local potential sources of information. A client may need only one or two of the above sources (e.g. Careers Provinces) or s/he may need to use most of them to piece together a complete profile of an occupation; still, the counsellor should introduce a variety of sources to the client so that s/he can use any of those available.

4. Introduction of Sources to Clients:

Since sources of information about occupations are generally easy to use, their introduction is, in part, a simple "how-to" explanation. This should be done carefully and thoroughly, however, so that the client clearly understands the kinds of information that s/he will find in each source and how they should be interpreted.

Clients should first be shown how to convert their ICO occupational cluster codes into the 7-digit individual occupation codes that they comprise. This will prepare clients for the use of occupational information at both the 4- and 7-digit levels. The "Master List of Cluster and Occupation Codes" should be used for this conversion.

Careers Provinces should be introduced to the client first, since sometimes no further exploration using other sources is required; however, the client may wish to use other sources, as well, especially if there are particular points that s/he wishes to delve into in depth. The appropriate sources can then be introduced.

If a given occupation that the client wishes to explore is not included in the Careers Provinces series, the CCDO, Careers Canada, COFOR, FOIL and the Program Tables all should be introduced so that the client can compile his/her own fact sheet on the occupation, similar to those in Careers Provinces. The five sources should be introduced one at a time as the client is ready to use them, although COFOR and FOIL might be introduced together. Access tables such as the "Master List of Cluster and Occupation Codes" and the "Index to Careers Provinces and Careers Canada by ICO Cluster" should be explained to the client carefully so that s/he understands clearly how to use them. It is not necessary to explain the CCDO occupational coding system in detail, unless the client requests it or wishes to look up occupational information for occupations for which s/he does not already have codes.

5. Advantages and Limitations of Sources of Occupational Information:

The advantages and limitations of each source of occupational information need not necessarily all be explained to the client. However, the counsellor should be aware of them so that s/he can assist the client in using the information, particularly in interpreting it. A knowledge of the advantages and limitations of each source also can be used by the counsellor in determining which sources would best meet particular needs of the client.

Careers Provinces: The main advantage of Careers Provinces is its comprehensiveness; each fact sheet contains information on almost every aspect of an occupation that is important in making assessments to reach an occupational decision. Often, the information in Careers Provinces is all that is needed to assess the desirability of an occupation.

The main limitation of Careers Provinces is that each fact sheet is a summary, the bare bones, of an occupation. Detailed information must be obtained from other sources. In addition, if information is desired about an occupation in a province or territory other than one's own, it is necessary to consult a different set of fact sheets, which may not be as readily available. Finally, it is important to have on hand the most up-to-date edition of the Careers Provinces fact sheets that is available; certain kinds of information, such as earnings and future outlook, are apt to change.

Canadian Classification and Dictionary of Occupations (CCDO): The CCDO provides information on the aspects of occupations that usually remain constant for almost every occupation that exists in Canada. It offers information on duties, occupational characteristics and related occupations that is more detailed than that which is available from any other source. Its coding system is central to the organization and use of a number of other sources of occupational information.

The CCDO's main limitation is that it is complex so that some users are intimidated by it. Even though clients who have used systems such as the Index to Canadian Occupations do not usually need to learn the CCDO's occupational coding system, they do need to understand and use its codes for occupational characteristics; the ratings for those characteristics have to be interpreted cautiously, and, like any system ratings according to a set group of characteristics, there are bound to be some distortions and inaccuracies. The use of clusters in Volume II raises questions about the accuracy of information about those clusters when it is applied to the individual occupations that they contain.

Careers Canada: The main advantage of Careers Canada is that the series describes occupations in the context of the fields of work in which they are found, rather than in isolation. The booklets are written in a non-technical and readable style and they use a biographical approach in describing typical workers in the occupations covered; thus, the client is given a perspective on occupations that is based on the people who work in them.

Careers Canada's main limitation is that its treatment of occupations and fields of work is very general. It is intended as a starting point in the exploration of occupations and in the planning of more in-depth exploration; thus, it should not be used by itself to make an occupational decision, but in conjunction with other sources of information. Its main application is with young people who are preparing to enter the labour market.

Canadian Occupational Forecast (COFOR): COFOR provides predictions of demand for workers in various occupations for periods of up to eight years. It gives statistical estimates of the number of workers that will be required in groups of occupations at the CCDO Unit, Minor and Major Group levels.

COFOR is subject to the same limitation as any prediction of the future: unforeseen circumstances and occurrences can alter what can be expected to take place; because COFOR is a long-range prediction of demand, it is fairly vulnerable to this phenomenon. In addition, because COFOR forecasts demand at the Unit Group level, its predictions are not necessarily accurate for individual occupations within the group. Finally, COFOR predicts occupational demand, not supply, and therefore does not indicate the sort of competition for jobs that can be expected.

Forward Occupational Imbalance Listing (FOIL): FOIL provides predictions of shortages and surpluses of workers in groups of occupations for periods of up to two years. It gives information at the Unit Group level, but it includes a few individual occupations. Because FOIL is published quarterly, its information tends to be up-to-date.

Since FOIL is re-issued frequently and it is a short-term forecast, it is less vulnerable than COFOR to changes in future manpower requirements and surpluses caused by unforeseen occurrences in the meantime; however, it is still subject to this problem. In addition, except for the few individual occupations that are included, it suffers from the same limitation as COFOR when it comes to the accuracy of information about Unit Groups when applied to individual occupations within those groups.

Both COFOR and FOIL give clients indications of future outlook for groups of occupations for Canada as a whole and for each province and territory. FOIL often provides details about the reasons for shortages and surpluses in groups of occupations in particular provinces and parts of provinces.

College and University Program Tables: The Program Tables provide a quick indication of the post-secondary institutions that offer particular education and training programs and the levels at which the programs are given.

The limitation of the Programs Tables is that they give no details about the programs offered such as admission requirements, tuition, etc. Thus, the Program Tables are only the initial step in exploring the education and training programs that can qualify one for occupations; details about programs must be obtained from the individual institutions.

6. Clients' Self-Knowledge:

In order to assess the information that s/he gathers in exploring occupations, the client requires self-knowledge, an awareness of his/her likes and dislikes, wants and needs, hopes and goals for his/her working life and the way that it should fit into his/her life as a whole. Self-knowledge also involves an awareness of what is possible and what is not.

The counsellor can play a crucial role in helping the client to develop self-knowledge in order to assess information about occupations and to make an occupational decision. Again, the counsellor must be non-directive in the way s/he helps the client, careful not to impose his/her own values on the client; the counsellor asks the questions and the client provides the answers.

Examples of questions that a client may need to answer for himself/herself, and that the counsellor can suggest, are:

- What kind of work is the most attractive?
- What interests are my strongest and the ones I most want to follow in my work?
- To what kinds of work situations would I best be able to adapt (strongest temperaments)?
- What abilities are my strongest and which ones would I most like to use in my work?
- How much preparation for an occupation (education, training, apprenticeship, on-the-job training, registration, certification, licensing) would I be willing and able to do? If so, what kind(s)?

- In what environmental conditions would I be willing and able to work? Which are the most desirable?
- What physical activities would I be willing and able to carry out in my work? Which are the most desirable?
- What is an acceptable future outlook for finding a job in an occupation?
- Where would I like to work? Would I be willing to move? If so, where?
- What are the most desirable working hours? What working hours would I accept, if necessary?
- What level or income would I like? What level of income would be acceptable according to my needs?
- Would I be willing and able to go back to school to become qualified for an occupation? Would I be willing and able to move to go to school? If so, where?

The counsellor should be ready to suggest any question that seems appropriate in helping the client to acquire the self-knowledge needed to make decisions about occupations, including questions that affect the answers to other questions - "Could I afford to go back to school?" "If I moved, could my husband/wife/boyfriend/girlfriend find a job - especially one s/he would like - in the new location?" The counsellor should make sure that the client knows that s/he does not have to give the answers to such questions to the counsellor, but only should find the answers for himself/herself.

7. Assessment of Occupational Information:

In order to assess information about occupations to reach an occupational decision, the client will need to take a systematic approach. The counsellor might suggest the following:

- making sure that the information about occupations is organized in a common format for easy comparison;
- identifying and marking attractive and undesirable aspects of occupations;
- comparing the positive and negative aspects of occupations;
- ranking occupations in order of their attractiveness and practicality.

To compare and rank occupations, a sorting process can be used in which the client compares two or three occupations, arranges them in order of preference, compares each additional occupation with those already ranked, and inserts each one in its proper place in the order.

To some extent, the development of self-knowledge by the client will overlap with the assessment of occupational information, since some issues will not come up until the client is actually trying to assess the information. Except in helping the client to acquire such self-knowledge, the counsellor should permit the client to work alone while comparing and ranking occupations; at all times, the client should be permitted a maximum sense of making the decisions about occupations and what s/he wants in his/her future work himself/herself.

8. Evaluation of Client's Occupational Exploration and Assessment:

Having explored and assessed occupations in order to reach an occupational decision, the client will need to determine whether s/he is satisfied with what s/he found out. The counsellor should ask the client whether s/he is happy with his/her choice of an occupation. If not, what could be improved? Is there any additional information that would have made the assessment of occupations easier or more thorough? The counsellor should try to identify the cause of the dissatisfaction and to work out with the client a way of solving it. The client may need more information about occupations or additional self-knowledge. The difficulty may be only minor and one for which the counsellor can suggest an easy solution; for example, if the client prefers an occupation in every way except that s/he cannot afford to go back to school or to move to an area where there are jobs in the occupation, the counsellor could suggest an Employment and Immigration training or mobility program (provided the criteria of those programs are met). The client may need to go over his/her assessment of occupations and to make modifications; certain trade-offs may be necessary. Once again, the counsellor should ask the appropriate questions and make suggestions that will help the client to make a satisfactory occupational choice.

In the end, the client still may not be ecstatically happy with his/her choice of an occupation; the process may have been a learning experience as well as the exploration and assessment of occupations; but, the conclusion of the process should be a satisfactory, if not ideal, occupational choice.

D. Practice and Application:

Exercise 1:

Objective: To formulate a means for guiding clients through the exploration and assessment of occupational possibilities.

Materials Required:

1. For reference purposes - Careers Provinces
   - CCDO, Volumes I and II
   - Careers Canada
   - COFOR
   - FOIL
   - Program Tables;
2. Flip-chart.

Instructions:

1. Write the objective on the flip-chart and suggest that, while the sources of information about occupations are fairly straightforward and easy to use, the counsellor nevertheless has a crucial role to play in guiding the client through the exploration and assessment of occupational possibilities. Ask students to suggest ways in which the counsellor's role can be important in this process. List students' suggestions on the flip-chart. They will probably mention things such as:

   - making the client aware of the need to explore occupations in detail before making an occupational decision;
   - helping the client to determine the information that s/he needs about occupations;
   - making the client aware of the different kinds of information that are important in making an occupational decision;
   - making the client aware of the sources of information that can be used and what information they contain;
   - introducing sources of information to the client and showing the client how to use and interpret them;
   - helping the client to identify the sources of information from which s/he can benefit;
   - explaining the advantages and limitations of each source;
   - helping the client to develop the self-knowledge needed to assess occupations and to make an occupational decision;
   - helping the client to assess occupational information and to reach an occupational decision;
   - helping the client to evaluate the results of his/her assessment of occupations, to determine what additional steps (if any) are required, and to carry out those steps.

   Ask questions to prompt students so that each of the above points are brought up. Encourage students to take notes.

2. Ask students to arrange the points that they have suggested in the order in which they would be likely to come up, as a counsellor helped a client through the process of exploring and assessing occupations. Students can do this individually and then discuss the approximate order or they can arrange the points in order collectively. The order shown above is approximately the one that students should end up with. Ask students to boil these points down into a step-by-step approach for helping clients explore and assess occupations. Students should arrive at something like the following:

    1. Make client aware of the importance of exploring occupations.
    2. Help client to determine what information s/he needs.
    3. Help client to identify the sources of information from which s/he could benefit.
    4. Introduce sources of information to the client.
    5. Help client to develop self-knowledge in order to assess the information s/he has gathered about occupations.
    6. Help client to assess occupational information and to reach an occupational decision.
    7. Help client to evaluate what s/he has found out and the conclusion that s/he has reached.

    Write steps on the flip-chart.

3. Lead a discussion of each of the steps that students have developed. Ask students what they feel is the best and most effective way of approaching each step. Make sure that the considerations covered in the background paper, "Guiding Clients in Exploring Occupational Possibilities" are mentioned and discussed. Ensure that general considerations, such as the importance of a non-directive approach and the need for clients to have a maximum sense of carrying out the exploration and assessment of occupations and making decisions on his/her own, are discussed. (You may want to pass out copies of "Guiding Clients in Exploring Occupational Possibilities" as a discussion paper at this point or afterwards as a summary of what has been discussed.)

4. Lead a discussion of the advantages and limitations of each of sources of information about occupations. Once again, make sure that the considerations covered in "Guiding Clients in Exploring Occupational Possibilities" are discussed. Points that were made in the earlier exercises on sources of information should be mentioned, as well. Copies of the six publications (Careers Provinces, the CCDO, Careers Canada, COFOR, FOIL and the Program Tables) should be on hand for reference purposes.

5. Ask each student to choose two occupations at random, preferably ones that s/he did not explore in earlier exercises. Ask students to pair off and take turns going through a mock counselling session in which one partner plays the client exploring and assessing the two occupations s/he chose and the other partner plays the counsellor helping the client by using the approach outlined earlier in this exercise.

6. Ask the partners to tell each other whether, when playing the counsellor, they asked questions and gave explanations that were effective in guiding their "clients" through the exploration and assessment of occupations. Was anything unclear or not covered? Did the "counsellors" take a non-directive approach when helping their "clients"? What did the "counsellors" do well in helping their "clients"? Suggest to students who feel that they need practice that they could do so by counselling friends or members of their families in exploring and assessing occupations. (It is assumed that students each have their own packages of the publications used in this course; if not, students who wish to practice should be given access to those publications.)

Evaluation: Lead a discussion of the unit that has just been completed. Ask students to answer the following questions:

- Did you formulate a means of helping clients to explore and assess occupational possibilities?
- Do you know how to counsel clients who need to find out about occupations and choose between them?
- Could you carry out the means for helping clients explore and assess occupations in practice and without difficulty?

Discuss any difficulties that exist and how they can be solved.

Briefly mention to students that the next unit will deal with the assessment of clients' readiness for employment in the occupations that they have decided to pursue actively. The system that will be covered in relation to employment readiness assessment is PLACE.

SECTION III Employment Readiness

Introduction to Instructor:

Once someone has an occupational goal, whether firm or tentative, that goal must be implemented. In order to do so, it is necessary to find out whether anything stands in the way of the achievement of that goal; if so, a way must be found over or around the barrier. Without overcoming such obstacles, one will be unable to achieve one's occupational goal and even may have difficulty finding employment of any kind.

There is a variety of reasons why one might not be ready for employment in a given occupation. It may simply be a matter of not possessing all the required skills and qualifications; solving the problem is a case of arranging to acquire the skills and qualifications. Other potential obstacles include tools, equipment and other work aids that the workers might be required to supply; and characteristics such as hours and rates of pay that may vary from occupation to occupation or from job to job within the same occupation. For these areas, a change in the occupational goal is one of the ways of removing obstacles to employment, usually as a last resort, since obstacles of these kinds relate to the occupational goal, itself.

Certain kinds of barriers to employment can exist no matter what one's occupational goal may be, although some can be less serious in certain job situations than in others. These kinds of barriers include: work habits (e.g. punctuality, human relations); personal needs and problems (e.g. child-care, transportation, health, alcohol or drug abuse); and job search skills (e.g. job locating skills, application skills, interview skills). Barriers to employment in these areas have to be overcome if one is to find and keep employment of almost any kind.

One can have more than one barrier to employment; for instance, someone can lack some skill or qualification at the same time as having a health problem. Furthermore, some barriers can be related to others; for example, someone can have a punctuality and attendance problem as a result of an alcohol problem. Thus, the process of identifying barriers to employment and taking steps to overcome them must include a probing for hidden problems.

The program in this course that deals with the identification and overcoming of barriers to employment is PLACE. PLACE helps users to implement occupational goals by identifying and defining barriers to employment, formulating plans of action to overcome barriers, choosing the plan(s) of action that will best meet the user's needs and suit his/her situation, and carrying out the chosen plan(s).

UNIT 1 PLACE*

Description: PLACE is a system that enables clients to assess their readiness for employment. PLACE provides clients with a framework in which they can examine occupational requirements and their personal situations in order to discover whether there are any barriers in the way of their finding and keeping jobs. If any barriers are found, the system provides clients with a means for formulating ways of overcoming those barriers. If there is more than one way of overcoming a barrier and/or if there are several barriers to be overcome, PLACE helps clients to determine which plans of action will best meet their needs and to decide which barriers should be dealt with immediately.

Clients assess their readiness for employment in terms of a selected occupation. Within the framework of a set of employability factors, they compare occupational requirements with their skills, qualifications and personal situations. These employability factors are derived from experimental use of PLACE and the literature of employability measurement. The factors are divided into five parts:

- Identifying Your Occupation
- Fitting The Requirements
- Getting The Job
- Doing Well On The Job
- Personal Needs

Clients examine only the employability factors in the parts of individual concern.

After identifying barriers to employment, clients examine ways of overcoming them. From among a variety of services and programs, clients choose those that best suit their situations. In this way, they develop plans of action to overcome their employment problems. By following these plans of action, they become ready for employment in their chosen occupations.

Make-up of PLACE:

PLACE has three components:

1. The PLACE Workbooks - These constitute the principal component of the system. There is one for each part of PLACE. It is in the Workbooks that clients assess their employability. Each section in a Workbook examines one of over forty employability factors and provision is made for detailed analysis of those that constitute potential barriers to employment.

2. The PLACE Sourcebooks - These provide clients with information about occupations and the requirements of the labour market, as well as sources that clients can consult, such as Careers Provinces and the Canadian Classification and Dictionary of Occupations, to find specific additional information about

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* PLACE is being revised. However, its purpose and the way it works will remain essentially the same. Revised instructional materials and exercises will be prepared when PLACE is finalized.

occupations and their requirements. The Sourcebooks are cross-referenced according to each of the employability factors in the Workbooks for easy use by clients.

3. The PLACE Directory to Employment-Related Programs and Services - This component is a source of information on programs and services that can remedy clients' barriers to employment. Using the Directory, clients can select plans of action that are appropriate to their needs. The Directory is cross-referenced to the sections of the Workbook and the two components are used together to choose from among alternative plans of action. Both Canada-wide and local programs and services are described.

How PLACE Works:

PLACE is designed so that clients can assess their employability and develop plans of action to overcome barriers, either by themselves or together with counsellors. There are three main types of clients who can benefit from PLACE. Of these, the first two can use PLACE as an alternative or a follow-up to the process of occupational exploration and decision-making described in Section II of this course:

1. Clients with several tentative occupational choices who seek to reach firm occupational decisions and to develop plans of action to implement such decisions;

2. Clients with relatively firm occupational choices who need to determine what qualifications they must acquire and how to do so;

(These include clients who are preparing to enter the labour market and those who still may be in school and who require a general orientation to the labour market and the kinds of considerations that affect employability.)

3. Clients with relatively firm occupational choices for which they are qualified, but who, for one reason or another, are experiencing difficulty in finding and/or keeping a job. These clients need to determine why they are having such difficulty and to implement plans of action to overcome it.

In accordance with their needs, clients use the appropriate sections of the PLACE Workbook to assess their employability and to analyse requirements of employability that they lack. This assessment and analysis is done in comparison with occupational requirements. If necessary, clients refer to the PLACE Sourcebook for additional information and sources on occupations in order to carry out a sufficiently comprehensive analysis of their employability and any barriers to employment that they may have. After analysing an employment barrier, clients summarize the precise nature of the problem and set a goal to solve it.

When clients have determined the exact nature of their employment barriers, they refer to the sections of the PLACE Directory to Employment-Related Programs and Services that correspond to the barriers to employment that they have identified. The Directory presents ways of overcoming the barriers and instructions for generating additional plans of action. Clients choose the plans of action that will best meet their needs in accordance with their circumstances. When more than one barrier must be overcome, clients must decide on the best combination of plans of action and/or the priority that each must have for implementation. (Some employment problems may be more urgent than others or the completion of some plans of action may be a prerequisite for the initiation of others.) In some cases, the collection of barriers to employment may be so formidable that clients may find it necessary to change their occupational goals.

Finally, clients map out the implementation of their plans of action with any stages that might be involved and target dates for completion. The formulation and implementation of plans of action usually is done with the help of counsellors, who also may conduct follow-ups on the progress of clients in carrying out their plans. Upon completion of their plans of action, clients satisfy all requirements and conditions that are needed to successfully find and keep jobs in their occupations.

Purpose and Role of PLACE in the Career Counselling Progression:

PLACE fulfills the third stage of the career counselling progression: the achievement of employment readiness. By using PLACE, clients identify barriers to employment, formulate plans of action to overcome their barriers and implement those plans in order to achieve successfully their occupational goals. Thus, clients prepare themselves for the fourth stage in the progression, the development of effective job search skills, which also is one of the possible plans of action that can result from PLACE, but which is a universal need of people wishing to find a job.

Instructional Plan:

A. Unit Objective: To identify barriers to employment and formulate plans of action to overcome such barriers, using PLACE; and to use the PLACE system of employability assessment with a client.

Exercises:

1. To identify and discuss issues that are important in achieving employment readiness.
2. To complete the PLACE Workbook and to identify barriers to employment with respect to a particular occupation.
3. To identify, priorize and choose from among plans of action to overcome barriers to employment.
4. To identify barriers to employment and to formulate plans of action to overcome such barriers with a client, using PLACE.

B. Preparation: Familiarize yourself with the way in which PLACE works by going through the process, yourself. Complete the PLACE Workbook as if you were a client assessing his/her readiness for employment in a given occupation. You can do this either for yourself in respect to an occupation other than your own; or for a client whom you have known; or for a client that you could expect to encounter. Refer to the PLACE Sourcebook on Working with respect to some employability factors in the Workbook to see what kinds of information the Sourcebook contains and how it can help a client to complete sections of the Workbook. Using the Workbook and the Sourcebook, determine which employability requirements of the given occupation are met and which ones are not met. Using the Directory to Employment-Related Programs and Services, examine the possible plans of action for each of the barriers to employment that you have identified, keeping in mind that one possible plan of action is a change of occupational goal. Refer to the Counsellors' Guide to PLACE for additional information on the formulation and choosing of plans of action. Note that possible plans of action can be generated by the client in addition to examining those outlined in the Directory. Assess the possible plans of action and choose one or more that would best remedy the identified barriers. Keep in mind that if more than one plan of action is required, they may affect each other or be affected by other barriers to employment; this can influence the choice of plans and may make it necessary to set priorities for the implementation of the plans of action.

Read the PLACE Counsellor's Guide on the subject of goal-setting and the creation of behavioural contracts with clients. In addition, read Preparing Instructional Objectives by R.F. Mager (2nd Edition, Fearon Publishers, Belmont, Calif., 1975).

Supplement the Directory by gathering information on any local programs and services that could be used as plans of action to overcome barriers to employment that can be identified through PLACE. Government offices, social services agencies and educational institutions are possible sources of such information.

C. Materials Required: A copy of each PLACE Workbook for each student;
A copy of each PLACE Sourcebook for each student;
A copy of the PLACE Directory to Employment-Related Programs and Services for each student;
A copy of the PLACE Counsellor's Guide for each student;
A copy of Preparing Instructional Objectives by R.F. Mager for each student;
Overhead projector;
Transparencies for use with the overhead projector of:
- a sample of the Assessment Section from the PLACE Workbook;
- an example of a PLACE summary;
(Printed versions of these transparencies are provided in this manual.)
The Diagram of the PLACE Process;
The stimulus provided in this unit for presentation (a) orally
(b) on tape
(c) as a handout;
A flip-chart.

SAMPLE SECTION OF PLACE WORKBOOK FROM PART I - FITTING THE JOB

ASSESSMENT SECTION

4. LICENCES AND CERTIFICATES

IN MANY OCCUPATIONS, WORKERS MUST POSSESS LICENCES OR CERTIFICATES REGULATED BY THE GOVERNMENT. (FOR EXAMPLE: DOCTORS, AUTO MECHANICS). FOR OTHER OCCUPATIONS, EMPLOYERS PREFER THAT YOU HAVE CERTAIN TYPES OF LICENCES EVEN IF THEY ARE NOT REQUIRED BY THE GOVERNMENT.

HOW TO FIND OUT Best Sources Are:			
Source	For help in using the source, see Sourcebook page	Source	For help in using the source see Sourcebook page
CCDOI		Employers	
CCDOII		Workers	
Careers Provinces		Organization	

Occupational Requirements		Your Qualifications	
List the licences/certificates (including driver's licences) required.		List your licences/certificates (including driver's licences).	
Licence/Certificate Name	Province/Country	Licence/Certificate Name	Province/Country

Do you have the required Licences and/or Certificates?

☐ Yes - Go on to the next section Equipment Operation

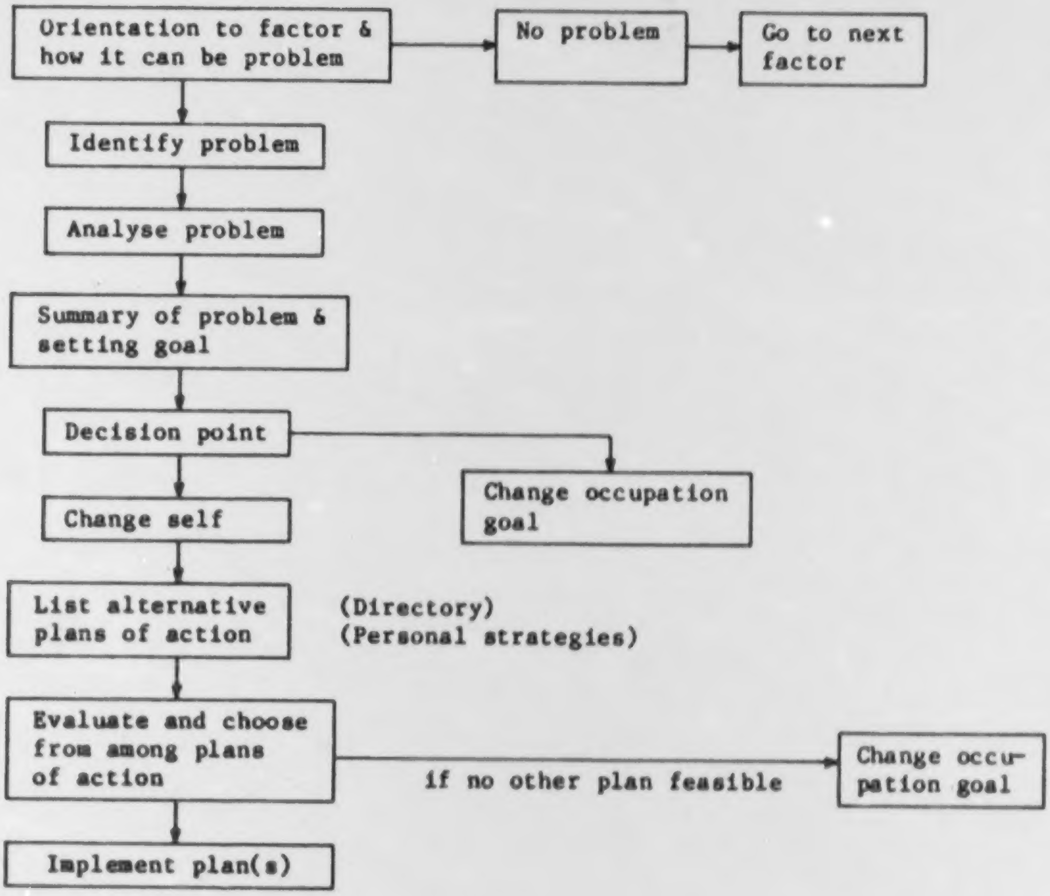
☐ No - Write "Licences on your Summary Sheet and list the required licences you do not have in the space provided. Then go on to section 6, Equipment Operation.

Summary Sheet - PLACE WORKBOOK

Part I - Fitting The Job

<table>
<tr><th colspan="2">GOALS</th><th colspan="12">PLANS OF ACTION</th></tr>
<tr><th>FACTOR</th><th>REQUIREMENTS</th><th>Possible Solutions</th><th colspan="11">Possible Barriers</th></tr>
<tr><td rowspan="3">Name the factors whose requirements are not met.</td><td rowspan="3">In this column list the requirements you must meet, to be able to work in your occupation.</td><td rowspan="3">List below any methods you can use to help you meet the requirements. Check the SOURCEBOOK ON WORKING and the DIRECTORY TO EMPLOYMENT RELATED PROGRAMS AND SERVICES under the factors whose requirements you have not met.</td><td colspan="11">Check any of the barriers below that may prevent you from using a solution you have listed in the possible solutions column.</td></tr>
<tr><td colspan="11">BARRIERS TO SOLUTIONS</td></tr>
<tr><td>Finances</td><td>Legal Problems</td><td>Discrimination</td><td>Housing</td><td>Transportation</td><td>Care of Dependents</td><td>Health</td><td>Physical Aids</td><td>Alcohol/Drugs</td><td>*Note: If a solution you plan to use has one of these barriers, complete Part IV Personal Needs before using the solution.</td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

The PLACE Process


Orientation to factor & how it can be problem
No problem
Go to next factor
Identify problem
Analyse problem
Summary of problem & setting goal
Decision point
Change occupation goal
Change self
List alternative plans of action
(Directory)
(Personal strategies)
Evaluate and choose from among plans of action
if no other plan feasible
Change occupation goal
Implement plan(s)

PLACE "FACTORS AFFECTING EMPLOYABILITY"

Part A - Identifying Your Occupation

Part B - Fitting The Requirements

Physical Requirements
Work Performance Requirements (Duties, Tools & Equipment, Language)
Credentials (Education/Training, Licences/Certificates, Memberships, Citizenship)
Equipment and Work Clothes Ownership (Vehicles, Tools & Equipment, Work Clothes)

Part C - Getting The Job

Preliminary Steps (Choosing an Occupation, Checking Qualifications)
Initial Preparation (Work Site, Personal Appearance, Personal Information Package, Scheduling and Record-Keeping, Locating Job Prospects)
Making Contact With Employers (Written Applications, Telephone Inquiries and Applications, Personal Visits)
The Interview (Preparing, Participating, Evaluating)
Follow-Up Procedures (Keeping In Touch With Employers, Dealing With Job Offers, Closing The Job Search Campaign)

Part D - Doing Well On The Job

Looking and Acting the Part (Appearance, Timekeeping, Company Policies)
Meeting Work Standards (Work Methods, Care of Equipment and Materials)
Working With People (Communications Skills, Human Relations Skills)
Showing Initiative

Part E - Personal Needs

Finances
Transportation
Care of Dependents
Health
Physical Limitations
Housing
Legal Problems
Discrimination

Stimulus:

Joan wondered whether she just didn't fit. When it came to being part of the working world, she sometimes felt like a square peg trying to squeeze into a round hole. For one reason or another, she kept having trouble getting and keeping jobs. It wasn't always clear to her what the reasons were, but there always seemed to be something.

Now, Joan was almost ready to give up. It wasn't as if she hadn't tried, but there seemed to be too much against her. She didn't know what she could do about it and she hadn't even been able to sort out everything that was wrong.

There were some things that she did know were problems. For one thing, she often had trouble being on time for work. She had good reasons, or so she thought, but her bosses had not been very sympathetic after it happened more than once or twice. From Joan's point of view, they hadn't been willing to give her much of a chance; after all, she had to take her daughter to the day-care centre or to a babysitter each day before she came to work; and since where she lived was a little off the beaten path, the bus service was infrequent - if you were even a few seconds late, you had to wait half an hour for the next bus. On really bad days, Joan missed the bus to the day-care centre and then the one from there to work.

Because Joan was a nursing assistant, any jobs that she could get required her to work shifts. Her lateness problems would sometimes start all over again when there was a change of shift: she would have to make new arrangements for someone to take care of her daughter and she would have to cope with buses that were even more infrequent outside rush hours.

Joan's difficulty in being on time sometimes made it hard even to get jobs, let alone keep them. She'd been late for interviews more than once, and then the interviews themselves hadn't gone well because she hadn't had time to compose herself. When she succeeded in being hired, she would only be let go again after a few weeks because of her inability to consistently get to work on time.

Joan was beginning to wonder whether she might be better off on welfare. Then, she'd have an income, although it would be rather low, and she wouldn't have to worry about being late for work any more. She wouldn't even have to worry about day care or babysitters. In fact, without the day care, babysitters and all those bus trips every day, her expenses would be less than if she was working - the lower income might not be as much of a problem as it would first appear to be. The more Joan thought about it, the more sense it made; all her problems would be solved...

D. Practice and Application:

Exercise 1:

Objective: To identify and discuss issues that are important in achieving employment readiness.

Materials Required:

1. Stimulus provided in this unit to be presented
   (a) orally
   (b) on tape, or
   (c) as a handout;
2. Flip-chart;
3. Diagram of the PLACE Process.

Instructions:

1. Write the objective on the flip-chart. Explain to students that people with tentative or relatively firm occupational choices still may not be ready for employment. There are a variety of reasons why someone might not be employable in his/her chosen occupation (and sometimes in any occupation); for example, someone might need to take a course to become qualified, or someone might have personal needs or problems that would hinder his/her chances of finding and keeping a job. A lack of employment readiness is something that can be true of both people who are entering the labour market and those who have been in the labour market for some time.

2. Present the stimulus provided in this unit. You can present it orally, on a tape that you have prepared or as a handout. Ask students to look for and take notes on the problems that Joan is having in finding and keeping a job in her occupation.

3. Lead a discussion of the stimulus. Using students' suggestions, list on the flip-chart the problems that Joan was having in being employable in her occupation. The immediate problem is a lack of punctuality, but it is rooted in child-care and transportation problems; indicate this on the flip-chart. Point out to students that the problems with punctuality might well be solved if the problems with child-care and transportation could be overcome. Another problem is the shiftwork that Joan's occupation requires and the likelihood that lateness is something that especially cannot be tolerated in a medical occupation such as nursing assistant. Thus, the nature of an occupation can have a bearing on one's employability and the kinds of employment problems that one can encounter.

4. Ask students to suggest ways in which Joan might be able to overcome her problems in being ready for employment in her occupation. They might suggest the following:

- making child-care arrangements that are reliable and that will not threaten her ability to get to work on time (e.g. babysitting in her home by someone upon whom she can count not to be late);

- acquiring her own transportation so that she will not be dependent on infrequent buses (e.g. arranging lifts to work with friends, buying car, buying a bicycle, buying a motorcycle - by getting a loan if necessary);

- moving closer to where she works so that she will have access to more frequent bus service or even be able to walk to work;

- developing better self-scheduling habits (e.g. leaving home so that she is on time or even early for the buses);

- changing occupations or employers so that punctuality is less crucial and shiftwork is not required.

List ideas such as these on the flip-chart.

5. With the example of Joan and the discussion of her employment problems and what she might do about them as their model, ask students to suggest steps that are important in achieving employment readiness. List students' suggestions on the flip-chart. They may mention:

   - defining any problems
   - analysing problems to find their causes
   - generating plans to solve problems
   - deciding on the best plan of action
   - implementing the plan of action

6. Introduce PLACE to students as a system that involves the kind of problem-solving approach just described. Outline how PLACE works, using the diagram of the PLACE process as an illustration. Describe each of the components of PLACE. Mention that PLACE provides users with a framework for employability assessment and problem-solving that includes the major factors that can affect one's readiness for employment. List the five categories of employability and ask students to suggest factors that belong in these categories. List these factors on the flip-chart. Ask questions and give examples to prompt students. Discuss the factors and how they affect employability as each is suggested. The list of employability factors compiled in this way should be similar to the list of PLACE factors (See the PLACE Workbook). Point out that PLACE can be used by a wide range of clients:

   - clients with tentative occupational choices who wish to make firm choices - these clients primarily would be interested in the Fitting the Requirements factors;

- clients with firm occupational choices who wish to determine whether they are fully-qualified to work in their chosen occupations - these clients would be interested primarily in the Fitting the Requirements factors;

- clients with firm occupational choices and who are fully-qualified for their occupations, but who are having difficulty finding and keeping jobs - these clients would be interested primarily in the Getting The Job, Doing Well on The Job and Personal Needs factors.

Each of these types of clients must be motivated to solve their situations and be willing to do some analysis in the process in order to benefit from PLACE. Finally, point out that since PLACE can benefit such a wide range of clients, it can be used in a variety of settings, including employment centres and schools; in groups or individually; with clients who are preparing to enter the labour market; and with those who are already in the labour market, but who are experiencing employment difficulties or wish to change occupations.

7. Introduce the next exercise by mentioning that it will provide an opportunity for students to gain hands-on experience in doing an employability assessment using PLACE. In preparation for the next exercise, ask students to read R.F. Mager's Preparing Instructional Objectives to study goal-setting techniques.

Reference: PLACE Counsellor's Guide

Exercise 2:

Objective: To complete the PLACE Workbook and to identify barriers to employment with respect to a particular occupation.

Materials Required:

1. PLACE Workbooks;
2. PLACE Sourcebooks;
3. Overhead projector;
4. Overhead transparency of a sample section on an employability factor from the PLACE Workbook;
5. Overhead transparency of an example of a PLACE summary and goal development sheet;
6. Diagram of the PLACE Process;
7. Flip-chart.

Instructions:

1. Write the objective on the flip-chart. Explain to students that the PLACE Workbook is the principal component of the system. With the Workbook, one can identify and analyse employability problems with respect to a given occupation. The PLACE Sourcebook is used in conjunction with the Workbook when additional information is required.

2. Using the overhead transparency of a sample section on an employability factor from the PLACE Workbook, demonstrate to students how to identify and analyse in detail barriers to employment by means of the PLACE Workbook. Explain that the detailed questions in each section are to be answered only when a barrier to employment or unmet requirements are identified at the beginning of the section; the detailed questions assist users to analyse the nature of identified problems. Show students how the PLACE Sourcebook is organized by the sections in the Workbook and how one can use the Sourcebook to find information and sources on occupations and information on employability factors; using the Sourcebook and the methods that it outlines, one can find out the requirements of occupations and how the PLACE factors can affect employability in order to determine whether one meets occupational requirements and/or has unsatisfied employment needs. Refer to the diagram of the PLACE process as you explain to students how to use the Workbook.

3. Using the overhead transparency of an example of a PLACE summary and goal development sheet, explain to students how to use the sheet. After an employment barrier has been identified and analysed using the Workbook and, if necessary, the Sourcebook, the precise problem and what goal must be achieved to overcome it are recorded on the PLACE summary and goal development sheet. Refer to the diagram of the PLACE process to show students how this step fits into the process. Explain that at this point users repeat the cycle just described for the other factors in

the section of the Workbook in which they are interested. Review for students the goal-setting technique described in Mager's Preparing Instructional Objectives.

4. Ask students whether they have any questions about the identification, analysis and summary of problems and the setting of goals. Answer any questions that arise.

5. Ask students to follow the procedure just described in their Workbooks for the occupation that each chose in the occupational exploration and assessment stage of this course (i.e. Section II). Suggest that, since they dealt with considerations similar to Fitting The Requirements in Section II of this course, students should assess their employability in their chosen occupations for one or more of the other three parts of the Workbook (i.e. Getting The Job, Doing Well on The Job, Personal Needs). Ask students to refer to the PLACE Sourcebook as they examine employability factors for their occupations. Suggest to students that, in carrying out this process, they can answer the questions in the Workbooks for themselves, for clients that they have had or for clients that they could expect to encounter. Be available to deal with any questions or difficulties that arise.

6. When students have finished assessing employability in one or more sections of the Workbook, ask them what they found out. What barriers to employment did they find and what goals would have to be achieved to overcome them? Ask a volunteer to describe a barrier that s/he found and the goal(s) that would have to be met to overcome it. Help the volunteer to clarify and improve what s/he identified as barriers and goal(s); this will help other students to clarify and improve what they found and to understand the process more fully.

7. Introduce the next exercise by explaining that it will deal with generating and choosing from among plans of action to overcome barriers to employment.

Reference:
- PLACE Counsellor's Guide
- R.F. Mager, Preparing Instructional Objectives

Exercise 3:

Objective: To identify, priorize and choose from among plans of action to overcome barriers to employment.

Materials Required:

1. Completed PLACE Workbooks;
2. PLACE Directory to Employment-Related Programs and Services;
3. Overhead projector;
4. Overhead transparency of an example of a PLACE plan of action assessment;
5. Diagram of the PLACE Process;
6. Flip-chart.

Instructions:

1. Write the objective on the flip-chart. Explain to students that, once barriers to employment have been identified and goals have been set to overcome them, alternative ways of achieving the goals must be found, assessed and chosen; and, if necessary, these plans of action must be priorized in accordance with the relative importance of the goals to be achieved and the effects of the plans of action on each other.

2. Explain to students that one source of information about possible plans of action is the PLACE Directory to Employment-Related Programs and Services. Describe the Directory and the kinds of information that it contains. Point out that it is organized according to the employability factors in the PLACE Workbook. For each factor, there is information of three kinds: internal programs and services of the Canada Employment and Immigration Commission; community-based programs and services; and suggestions of personal strategies and how they can be generated. The information on existing programs and services includes:

   - name of service/program;
   - what service/program is (objectives);
   - who can benefit from program/service (including admission requirements);
   - costs of program/service (including financial assistance);
   - duration of program/service;
   - how to get program/service (including where);
   - description of program/service and how it works.

   Explain that, to use the Directory, one simply looks up the factor with respect to which there is an employment problem.

3. Using the overhead transparency of an example of a PLACE plan of action assessment, demonstrate for students how to summarize alternative plans of action and assess them in order to choose the plan(s) that is most suitable to one's situation. Explain how to priorize plans of action as part of this step.

For example, one might need to solve a problem with finances before being able to deal with one of housing or transportation. In describing this step, refer to the diagram of the PLACE Process.

4. Ask students to identify possible plans of action to deal with the barriers to employment that they found in the last exercise. In doing so, they should use the PLACE Directory and generate plans of their own, keeping in mind that a change of occupational goal is one of the alternatives. Students should then summarize and assess the alternative plans as demonstrated and choose the most appropriate course(s) of action. Be available to deal with any questions or problems that arise.

5. Discuss with students what they found out and decided. Did the plans of action that they settled upon satisfy them as ways of meeting employability requirements? Ask a volunteer to describe the alternative plans of action that s/he identified and how s/he arrived at the choice of plan that s/he did. Ask questions to help the volunteer to confirm the decision that s/he made; point out to students that this help in confirming is an important role of a counsellor in assisting a client and closing a contract for the implementation of a chosen plan of action.

6. In preparation for the next exercise, point out to students that the next topic to be covered is the use of PLACE by counsellors with clients. Ask students to read the PLACE Counsellor's Guide as background for the next exercise. In addition, students should review Preparing Instructional Objectives by R.F. Mager, and read at least some of the articles listed in the bibliography that follows this exercise; special attention should be given to "Client-focussed Counselling Objectives" by B. Rosove and "A Goal-setting Checklist for Counsellors" by W. Dyer and J. Vriend. If possible, have copies of the articles in the bibliography on hand for use by students.

Reference: - PLACE Counsellor's Guide

BIBLIOGRAPHY - EMPLOYABILITY PROBLEM-SOLVING

Dyer, W. and Vriend, J., "A Goal-setting Checklist for Counsellors", Personnel and Guidance Journal, April 1977, pp. 469-471

Krantz, G., "Critical Vocational Behaviours", Journal of Rehabilitation July/August 1971

Mager, R.F., Preparing Instructional Objectives, Fearon Publishers, Belmont, Calif., 1975

Oetting, G. and Miller, C.D., "Work and the Disadvantaged: The Work Adjustment Hierarchy", Personnel and Guidance Journal, Sept. 1977

Rosove, B., "Client-focussed Counselling Objectives", Department of Manpower and Immigration, Ottawa, January 1977

Tiedeman, D. and O'Hara, R., "Career Development: Choice and Adjustment", College Entrance Examination Board, Princeton, N.J., 1963

Exercise 4:

Objective: To identify barriers to employment and to formulate plans of action to overcome such barriers with a client, using PLACE.

Materials Required:

1. PLACE Workbooks;
2. PLACE Sourcebooks;
3. PLACE Directory to Employment-Related Programs and Services;
4. PLACE Counsellor's Guide
5. Diagram of the PLACE Process;
6. Flip-chart.

Instructions:

1. Write the objective on the flip-chart. Explain that, while some clients might be able to use PLACE on their own, for the most part, most clients require the assistance of a counsellor to go through the entire process and achieve valuable results. The role of the counsellor is important both in introducing the system to the client clearly and properly and in assisting the client to analyse, assess and make decisions about his/her situation; at the end of the process, it is with the counsellor that the client makes a "contract" for the implementation of his/her goal(s) and plan(s) of action.

2. Ask students to suggest roles that the counsellor fulfills in the PLACE process. Students may mention:

   - introducing PLACE to the client so that s/he understands what it does and how to use it;
   - acting as a source of information for the client, especially on the local labour market;
   - assisting the client to analyse and assess his/her employability by asking questions that clarify issues in the mind of the client;
   - assisting the client to evaluate alternative plans of action by asking questions that clarify the client's situation with respect to the alternative plans;
   - making a behavioural contract with the client for the implementation of each chosen plan of action;
   - conducting a follow-up on the client's progress in implementing each plan of action.

   List these suggestions on the flip-chart. Encourage students to take notes.

3. Ask students to develop checklists of the points that should be covered in introducing PLACE to a client. Students should refer to the PLACE Counsellor's Guide in drawing up such checklists. An example of such a checklist follows this exercise. When students have finished, lead a discussion of the points that should be covered in introducing PLACE to a client so that students can revise their checklists.

4. Ask students to pair up and conduct mock PLACE sessions, one partner acting as the counsellor and the other as the client. Make sure that the pairs are far enough away from each other that they do not disrupt each other and they have sufficient space in which to work on the various PLACE materials. Each "counsellor" should go through the entire process of using PLACE with his/her "client", referring to the diagram of the PLACE process, if desired. Since, in previous exercises, each student completed a section of the PLACE Workbook, it may not be necessary for the "client" in this mock PLACE session to do so again; however, if desired, the "client" can go through a different section of the Workbook from the one s/he completed in Exercise 2 - this will lend some authenticity to the mock PLACE session in this exercise. The "counsellor" in each pair should introduce PLACE and its components; help the "client" to analyse selected factors, with the help of the PLACE Sourcebook; help the "client" to define employment barriers and set goals for their solution (what "client" needs to achieve - not how s/he will achieve it); help the "client" to generate alternative plans of action to overcome barriers through brainstorming and the help of the PLACE Directory; help the "client" to evaluate the plans of action that are generated and choose the most appropriate one; and, together with the "client", draw up a contract for the implementation of the chosen plan(s) of action. If necessary, "counsellors" can refer to the PLACE Counsellor's Guide to help them with approaches that they might use in respect to particular employability factors, but they should avoid doing so in respect to the basic information on how to use PLACE with a client.

5. Ask the "client" in each pair to discuss with his/her "counsellor" partner how well s/he introduced and used PLACE, pointing out what was explained well, what was unclear or left out and how well the "counsellor" guided the "client" in his/her analysis, assessment and decision-making. The following areas should be covered in this discussion:

   - introduction of PLACE and how it works;
   - identification and analysis of barriers to employment;
   - definition of barriers and goal-setting for their solution;
   - generation of alternative plans of action;
   - evaluation and choice from among plans of action;
   - creation of a contract for the implementation of plan(s) of action, including follow-up dates.

   If the pair examined the same employability factors and occupation that the "client" used in Exercises 2 and 3, the "counsellor" and "client" should compare the assessment and analysis of barriers; the goal(s) set; the alternative plans of action and their evaluation; and the plan(s) chosen for implementation with those of the "client" working alone in Exercises 2 and 3. They should compare the reasons, advantages, disadvantages and line of thinking behind each, as appropriate, in order to resolve any differences. Discuss any questions or problems that students may have.

6. When the pairs have finished discussing the mock PLACE session that they just completed and its results, ask them to reverse roles so that the "clients" in the first mock session will have an opportunity to practise introducing and using PLACE as counsellors with clients. They should repeat the mock session in their reversed roles using the occupation and employment concerns of the new "client". Afterwards, they should discuss the session in the same way as before.

7. Lead a discussion of the use of PLACE by counsellors with clients. Discuss any problems or questions that students may have. Suggest to students who feel that they need additional practice using PLACE with clients that they could do so with the help of friends and members of their families; or arrange for extra practice sessions for such students, with yourself in the role of the "client", if possible.

8. Introduce the next unit by pointing out that an area of employability in which people frequently have barriers is in that of job search skills. Thus, in the next unit, one of the possible plans of action to develop job search skills, Creative Job Search Technique, will be examined in detail.

Reference: PLACE Counsellor's Guide

CHECKLIST FOR INTRODUCING PLACE TO CLIENTS

1. Explain purpose of PLACE - PLACE is a systematic way of identifying and overcoming barriers to employment in the client's occupation.

2. Point out that PLACE can be used by the client by himself/herself; the counsellor helps the client when called upon.

3. Mention that PLACE calls for some analysis and assessment by the client of his/her employment situation and ways of attaining readiness for employment.

4. Point out that only the client knows for sure his/her employment needs; PLACE provides a framework in which the client can assess his/her needs and decide on remedial steps to overcome employability problems, but the client makes all the decisions.

5. Introduce the PLACE Workbook and how it is used:

   (a) introduce the five parts and point out that the client uses only those that seem appropriate to his/her needs;
   (b) show the client that each part contains several factors that affect employability and give examples of how such factors relate to employment readiness;
   (c) show the client how to approach each factor in the Workbook in which s/he is interested - read the description of how the factor can affect employability
       - answer the questions and follow the instructions
       - each time a problem for a given factor is found, put a checkmark beside the appropriate heading on the checklist in the back of the Workbook.

6. Introduce the PLACE Sourcebook and how it is used:

   (a) point out that the Sourcebook helps the client to understand and define his/her requirements in relation to his/her occupational goal and the labour market;
   (b) point out that the Sourcebook is used in conjunction with the Workbook, when required, to help him/her identify and analyse employment problems (requirements not met);
   (c) mention that the Sourcebook is organized by the factors in the Workbook and, thus, is easily accessed when using the Workbook;
   (d) mention that the Sourcebook refers clients to sources of information that can be used to determine whether occupational requirements are met - it also provides general information on labour market requirements.

7. Explain to clients that, after they finish the section(s) of the Workbook in which they are interested, they examine the problems that they defined by reading appropriate pages in the Sourcebook; and then set the goals that they will need to achieve to solve their problems, recording the goals on their PLACE summary sheets. They determine whether they should formulate plans to meet the requirements identified or change occupational goals.

   (a) if clients decide to change occupational goals, they go back over the same factors in the Workbook for the new occupation (new occupational goals are set by using the Index to Canadian Occupations and/or other ways of identifying and choosing occupational possibilities);
   (b) if clients decide to formulate plans to solve employability problems, they go on to identify alternative plans of action to do so.

8. Introduce to clients the PLACE Directory to Employment-Related Programs and Services:

   (a) point out that the Directory is organized by the factors in the Workbook for easy access;
   (b) for each factor, there are listed programs and services that can help clients to overcome barriers with respect to the factor or an aspect of the factor - these are divided into programs and services that are available through the Canada Employment and Immigration Commission and those that are available locally through the community or the province;
   (c) for most factors, there also are suggestions on how to generate personal strategies for the solution of employment problems;
   (d) using the Directory and generating personal strategies, clients list alternative plans of action that might solve their employment problem(s).

9. Explain to clients that, after they have listed alternative plans of action, they evaluate them to determine which one(s) is the most suitable to their situation and, if necessary, which plans must be carried out first, either due to urgency or due to requirements for the fulfilment of other plans. The counsellor will be available to assist clients in this evaluation and priorization.

10. Point out that, if no other plan of action is feasible, clients have the option of changing occupational goals and going through the process, starting with the Workbook, for the new occupation.

11. When a plan of action has been decided upon, the client and counsellor make a "contract" for the implementation of the plan, with follow-up dates, a target date for completion and any intermediate steps that may be required.

Evaluation: Lead a discussion of PLACE and employability assessment. Ask students to complete the following questions:

- Did you identify and explore issues that are important in achieving employment readiness? Ask students to give examples; these should be based on the employability factors covered by PLACE.

- Using the PLACE Workbook and Sourcebook, did you identify and analyse barriers to employment with respect to a particular occupation?

- Did you identify, priorize and choose from among plans of action to overcome barriers to employment, using the PLACE Directory to Employment-Related Programs and Services?

- Can you use PLACE with a client so that s/he understands clearly how it works and how to use it so that the client can formulate and implement plans of action to overcome barriers to employment?

- Can you formulate goals to overcome employment barriers and generate alternative ways of achieving them?

Introduce the next unit by pointing out that it will focus on one of the plans of action that can be a result of PLACE - Creative Job Search Technique for the solution of employability problems to do with job search skills.

SECTION IV — Job Search

Introduction to Instructor:

One of the most common barriers to employment is a lack of job search skills. No matter how ready for employment a client may be in other respects, there is a good chance, especially in the case of one who is new to the labour market or who has never had to conduct a formal job search, that his/her job search skills need to be developed or improved. Few people come by the ability to carry out an effective and successful job search naturally.

While one may have a clear idea of the kind of work that one is looking for and of the kind of preparation that is required in order to reach that goal, one still may not know how to actually go out and look for a job in such a way that it is likely that one will be hired. Yet, that ability is a universal requirement for successful involvement in the labour market.

The conduct of an effective job search is a matter of:

(a) attitude - the realization that looking for a job is one's own responsibility, that there are jobs to be had with the right approach, that one does have something to offer of which one must convince employers, and that it is important to be organized when looking for a job;

(b) knowledge of the labour market - the awareness of potential employers that exist in the area where one is searching, their needs, how they should be contacted and their hiring practices;

(c) self-knowledge - the awareness of one's own abilities, skills, experience and other qualifications, as well as the activities and kinds of work that one likes and dislikes;

(d) effective presentation to employers - the development of a personal inventory (e.g. introductory letter, résumé, information for application forms) and the development of interview skills.

The program in this course that deals with job search skills is Creative Job Search Technique (CJST). In that a lack of job search skills is a barrier to employment readiness, CJST is a plan of action that can be used to overcome that barrier, either in connection with an employability assessment such as PLACE or by itself.

Creative Job Search Technique is a group approach to the development of the attitudes, knowledge and skills that go into an effective job search. With the aid of a group leader, who acts as a stimulus to discussion and as a source of information, participants learn from each other through discussion and the exchange of ideas and experiences. Audio-visual and written materials can also be used as stimuli and aids to discussion.

The purpose of this section of the course is to teach students how Creative Job Search Technique works and how to use it with clients. Because CJST uses a discussion group approach, it is important to help students to develop skills as group leaders, who can animate group members to discuss and exchange ideas, who can act as a catalyst in the development of job search skills, and who can control the direction of a group's activities without dominating them.

UNIT I CREATIVE JOB SEARCH TECHNIQUE

Description:

Creative Job Search Technique (CJST) is a program that seeks to help clients to develop the skills, tools and attitudes needed to conduct an effective job search. CJST employs a group approach, in which clients learn from each other through discussion and the help of a group leader.

Make-up of CJST:

Because CJST is based on a group discussion approach, it is flexible in the way in which it can be carried out. Thus, there are no physical materials that are absolutely essential to its use. However, the following materials are generally used in a CJST session:

- "Creative Job Search Technique Is...1, 2, 3": a booklet for clients that summarizes important points about looking for jobs and provides concrete examples of tools and approaches discussed;
- "Creative Job Search Technique: Women Returning to Work" - an appendix to the first booklet, in which considerations to do with the specific needs of women returning to the labour market are discussed and reinforced.

Although, once again, it is not essential to a CJST session, it often is useful to include an audio-visual presentation as a stimulus to discussion. To this end, a 20-minute sound-slide show has been developed for use in CJST sessions; this show provides an introduction and overview of points that are important to a job search and that will be discussed in the session.

Other materials can be gathered and used by group leaders according to specific needs of their groups. These may include newspaper and magazine articles related to job search attitudes, the labour market, self-knowledge and job search tools; audio or audio-visual materials that deal with similar topics or present examples of effective and ineffective ways of carrying out a job search through interviews with job seekers and employers; or, if appropriate, employers or representatives of unions and professional associations, who can be invited to speak or take part in some discussions. Such supplementary materials and resources can be tailored to the local area and to individual groups.

How CJST Works:

Creative Job Search Technique has the following objectives:

(a) making clients aware of their role in a job search;
(b) helping clients to discover how the labour market works;
(c) helping clients to become aware of their potential and to identify the reasons why they are having difficulties in entering the labour market;

(d) helping clients to develop tools that will improve their job search (e.g. résumés, introductory letters, checklists, self-assessment questionnaires);
(e) increasing the self-confidence of clients and developing positive attitudes towards looking for jobs;
(f) encouraging independence and creative, sustained action by clients in their job search.

To achieve the above objectives, Creative Job Search Technique employs an approach based on that developed by Ray Ziegler in the United States in the early 1960s. This approach involves group discussions that are divided into two sessions several days apart.

In the first session, the group leader starts by giving a short introduction of the approach that CJST involves, asking participants to introduce themselves and to explain what they expect to achieve in the sessions, and helping participants to formulate common objectives that will satisfy their needs. With the help of stimuli, the group leader animates participants to discuss attitudes in looking for a job, how the labour market works and how to discover one's potential in the working world. In doing so, the group leader asks questions and encourages participants to compare their own knowledge and experience.

Participants prepare for the second session by drawing up résumés and/or introductory letters for employers. In the second session, the group leader helps participants to improve their résumés and/or introductory letters and to develop their skills for interviews. This is done through discussion among participants, who may be divided into small groups, and by means of role-playing and other exercises.

Purpose and Role of CJST in the Career Counselling Progression:

Creative Job Search Technique fulfills the fourth and final stage of the career counselling progression: the development of skills, tools and attitudes that go into an organized and effective job search. In this way, clients who are otherwise job-ready are equipped to conduct a successful search for work in the occupations of their choice. Thus, the career counselling progression is completed and clients acquire the last of the skills and approaches that are involved in setting and achieving employment goals. (CJST can also be used to develop job search skills in those who simply want a job and do not have a long-range career goal, as such.)

Instructional Plan:

A. Unit Objective: To prepare for an effective job search and to use a group discussion approach to the development of an effective job search.

Exercises:
1: To identify and discuss issues that are important to an effective job search.
2: To develop job search tools and interview skills.
3: To identify and discuss issues that are important in leading a group discussion on job search skills.
4: To lead a group discussion on job search.

B. Preparation: Read over the two CJST booklets and the explanatory materials included in this manual. Pay careful attention to the sections, "How A Session Is Conducted And Practical Suggestions" and "Theoretical Considerations On Groups". Refer to at least some of the publications mentioned in the bibliography provided. View the CJST sound-slide show, noting the pauses where the show can be stopped and discussions held.

Think back to a time when you were looking for a job and try to remember how you went about it. Compare that job search with the approach suggested in CJST, looking for differences and similarities. Be ready to use that experience in the discussions that will take place in the exercises on CJST.

As early as possible, start to gather articles, publications and other materials that could be used as aids to discussion on looking for jobs. Examples of both successful and unsuccessful ways of conducting a job search can be used as reference points for discussion.

Gather a representative selection of the publications listed in the bibliography, including those that deal with group training techniques and related topics, so that students can refer to them or borrow them for supplementary reading. Alternatively, check to see which publications listed, and any others that may be relevant, are available to students through a library or other facility; you may want to encourage such a library to acquire additional readings, and so this resource should be checked as early as possible.

Reflect on the techniques that you, yourself, use in teaching a class and conducting group discussions. Focus especially on approaches in which you, as a group leader, act as an animator and catalyst for discussion, and be prepared to explain these approaches to students. An effective way of imparting these approaches to students is to draw their attention to the way in which you led discussions in the first two exercises on CJST.

Make arrangements so that students will be able to practise leading a group discussion on job search skills. You can arrange to have individual students lead actual CJST groups in a local Canada Employment Centre or you can contact a local high school or other educational institution to set up groups that students can lead. Since you may have difficulty in finding a group for each student, students can work in pairs, if necessary, but always under the supervision of a qualified CJST group leader or yourself.

C. Materials Required:

A copy of each of the CJST booklets for each student;

Sound-slide show on CJST;

Slide projector;

Cassette tape recorder;

Dissolve unit; (Make sure that the projector, cassette tape recorder and dissolve unit are compatible.)

Stimulus provided in this unit for presentation

(a) orally;
(b) on tape;
(c) as an audio-visual show; or
(d) as a handout;

Other discussion material that you may have gathered;

A representative selection of the publications listed in the bibliography provided in this unit and/or a list of the relevant publications that are available in a library or other facility;

Copies of the explanatory material on CJST and the conduct of CJST group discussions provided in this manual:

- "How a Session is Conducted and Practical Suggestions"
- "Theoretical Considerations on Groups"

Copies of the bibliographies provided in this unit:

- Job Search
- Group Counselling

Flip-chart.

CREATIVE JOB SEARCH TECHNIQUE

The Creative Job Search Technique is a group training approach consisting of two sessions of about an hour-and-a-half each, spaced over a few days or a week. These sessions are intended for groups of seven to twelve persons.

CJST is based on the following principles:

1. Looking for work is a full-time job and people must take active responsibility in searching for work;
2. Eighty per cent of jobs are filled as a result of personal efforts made by the people who obtain these jobs;
3. Four per cent (4%) of jobs are always vacant;
4. Generally, employers do not hire people out of the goodness of their hearts. They hire the person most likely to help increase the productivity of their firm. Job seekers have to sell their services rather than ask for employment;
5. People obtaining work are those who are on the scene at the right time and who appear to have the best qualifications;
6. Looking for a job is first of all a matter of attitude;
7. Creative Job Search is based on the group. It tackles the practical problems of job hunting and is based on the constructive influence people can have on each other in solving their problems;
8. A job search is prepared - it is not done in a haphazard manner; the job search must be planned systematically.

GOALS AND OBJECTIVES OF THE CREATIVE JOB SEARCH TECHNIQUE:

In the CEIC, the Creative Job Search Technique is based on the approach developed in the United States by Ray Ziegler in the early 1960s. It offers persons looking for employment an opportunity to develop the attitudes and acquire the skills and tools required for an independent job search. The method, therefore, aims at:

(a) making clients aware of their role in the job search;

(b) giving clients a better perception of how the labour market works;

(c) helping clients to discover their potential and learn the personal reasons why they are having problems entering the labour market;

(d) helping clients develop tools that will improve their job search: résumé, introductory letters, checklists, self-appraisal questionnaires and so on;

(e) achieving tangible improvements in the clients' self-confidence and developing positive attitudes toward their job search;

(f) encouraging independence and creative/sustained action by clients in their job search.

DESCRIPTION OF THE CREATIVE JOB SEARCH TECHNIQUE:

As stated above, the Creative Job Search Technique is a group training approach consisting of two sessions, generally spaced over a few days.

During the first session, the coordinator or group leader makes participants aware of their own role in the job search. The emphasis is on attitudes and their importance in looking for a job. A discussion on the world of work and the job environment follows in which the group leader draws on the experience and knowledge of each participant. Important questions include: what do participants know about the labour market, which employers should they visit, to whom should they send copies of their résumés, and so on. After this information phase comes a self-knowledge phase in which participants are helped to discover their potential and to identify their individual resources and capabilities. This is done through questions such as: what image do you project, do you have confidence in what you can do, do you have experience selling your skills to an employer, how do you prepare for an interview, and so on.

Since the second session is generally held a few days after the first, participants are asked to prepare, at home, a résumé and/or an introductory letter for an employer. The group leader uses the second session to go over the work done at home by participants and to develop their skills for the hiring interview. To do so, the group leader can use role-playing techniques or any other suitable approach.

This is basically how the two Creative Job Search Technique sessions are structured. Naturally, the group leader can use a variety of approaches and tools. Some group leaders prefer to use films or slides prepared especially for these sessions, while others will focus on group discussion and the use of a variety of written materials.

IS THE CREATIVE JOB SEARCH TECHNIQUE FOR EVERYONE?

This approach is intended for any person looking for employment, regardless of age or milieu, for skilled, semi-skilled or unskilled workers, professionals, experienced workers or newcomers to the labour market. The approach is broad enough to be suitable for a variety of groups and can, if necessary, be modified to meet specific needs without altering its fundamental principles.

The success of the Creative Job Search Technique has been demonstrated by a number of studies showing that over seventy per cent of those who attend these sessions find jobs. Moreover, this is a free service offered in all Canada Employment Centres throughout Canada.

HOW A SESSION IS CONDUCTED AND PRACTICAL SUGGESTIONS

At the beginning of a CJST session, the group leader welcomes everyone, identifies her/himself and gives a brief explanation of the approach that will be used. She/he then invites those present to introduce themselves, stating their occupation. Always "break the ice" right away.

The group leader asks participants what they expect from the session. She/he allows everyone to express his/her views. This gives him/her a general idea of the needs of each participant and an opportunity to explain to his/her audience how they should see the purpose of this session: helping individuals to help themselves by exchanging views on their job search experiences.

Now for the modules:

(a) Module I: Attitudes toward job search

The module is screened and a discussion follows on attitudes that must be developed and on the need to get organized and to take an active part in the job search. Here are a few questions the group leader could use to get a discussion started:

- What is their objective?
- What have they done so far to reach this objective?
- Should they be doing more?
- How?

(b) Module II: The labour market

Part A

- Content: this part of the film examines the organization aspect of the job search: where to look for a job and how to go about it.

Use:

After the film, the group leader asks participants for their suggestions and invites everyone to discuss them. Then she/he sums up what was said, structuring the ideas expressed by the group.

The following themes should be approached:

- determining the geographical area in which the search will be conducted
- knowing employers and choosing the most suitable ones for each participant
- how to contact employers and what their hiring methods are
- preparing a checklist for follow-up

N.B. At this point the group leader can suggest and distribute the sample checklist found in CJST documentation.

Part B

- Content: Using real case histories, the film suggests ways of getting to know oneself and how participants can put them into practice.

Use:

The client understands the role she/he must play in his/her job search and realizes that the labour market has possibilities to offer. What else does she/he need? She/he needs a knowledge of the "product" she/he wants to sell, and that product is his/her own skills. Remember: the prime objective of the client, if she/he wants to get a job, is to obtain an interview with an employer. What counts in the meeting between the client and the employer is the employer's impression of the person in front of him/her. They say the employer makes up his/her mind during the first five minutes of the interview, so it is important to know how to present one's true abilities in the best possible light.

The group leader will invite participants to discuss previous selection interviews they have had with employers. Did they really ask themselves why they were unsuccessful? Do they really know where their approach went wrong? To set the ball rolling, the list of "Forty-eight ways to remain unemployed" may be used.

The image projected by the individual is becoming increasingly important. Using facts and concrete accomplishments she/he must convey an image of effectiveness, a skill that all participants must learn. To do this, the group leader and the participants can begin a self-assessment exercise based on the six questions proposed in the film.

The group leader should also encourage at least five or ten minutes of individual work so that each participant has an opportunity to make a written list of his/her skills. Subsequently, the group leader, using examples taken from these lists, explains how detailed a description of experience or knowledge should be to present one's skills in the best possible light.

(c) Module III: The résumé and the interview

- Content: in this part, workers and employers say what the ideal résumé should contain. Employers then describe what they expect in an interview.

Use:

This module is projected in phase 4 of the session and precedes the discussion on writing résumés and preparing for interviews. In this part of the film, it is suggested that the booklet be used as reference. The film also shows how to write a draft résumé using the examples given in the film and the booklet.

At this point, the participants can be divided up into small working groups of three or four, in which members are to discuss their respective résumés.

These self-portraits, as it were, are criticized by the participants and especially by the group leader from the point of view of form, presentation and content. This is important, because what we are concerned with here is the image that the client wants to convey in a letter or through personal contact.

For his/her part, the group leader will take part in the discussion of each group, ensuring that something is indeed being accomplished. It should be noted that effective participation may present more of a problem if the group is too heterogeneous.

Will the client really use a résumé in his/her job search? For most clients, the answer will be negative. In many cases, it would probably be more realistic to view preparing a résumé as a useful exercise that obliges the individual to take a dispassionate view of him/herself and improves his/her perception of his/her own image. It is clear that some people will use this tool during their job search, especially since sooner or later most clients will have to complete a job application form.

Part of this session can also be devoted to interview role-playing. The group leader (or a participant) plays the role of the employer and another person plays the role of the job seeker. The participants are then asked to discuss the client's behaviour at the interview - the way she/he presented him/herself, his/her self-confidence and the general tenor of the interview. It is clear that this kind of role-playing can be of use both to those who observe the interview and to the actors, since it shows them all the mistakes that can be made during an interview of this kind. The participants can suggest ways of improving interview behaviour and they will be asked by the group leader to consult the material they have already received on this subject.

(d) Module IV: Women and the labour market

- Content: this part of the film presents three case histories of women who re-entered the labour market after a long absence, important aspects of this process and how to succeed.

Use:

This module is intended for a special clientele and takes the place of part (B) of Module II (self-portrait) when the CJST session is held for a group of women who are considering re-entering the labour market after a period of absence. The group leader should focus the participants' attention on skills they may have acquired previously, at home, in voluntary work, and so on. In addition, they should receive special help in developing a confident attitude to their job search by stressing their personal qualifications and talents.

Remarks:

When discussing the résumé, the group leader should point out information that the employer might use to practise discrimination. A client's résumé should contain only information relevant to the job in question. For example, date of birth, marital status, weight and citizenship should not appear unless they form part of the specific requirements for the job.

Theoretical considerations on groups

1. The "creative" approach: a discussion group

The purpose of a discussion group is to identify and explore problems and solutions within a common field of interest, through a process of interaction.

The point of having such groups is that the individual's progress is linked to his/her personal involvement in working toward the group's objectives. In CJST, the subject is, of course, how to find a job, and it is hoped that by sharing their various experiences, participants succeed in improving their job hunting skills.

2. The dimensions of a discussion group:

The discussion group is only one of many ways of gathering individuals around a common activity. It differs from other groups by its goals, its content, the number of participants and the form of interaction that takes place. The leader of the group must be aware of the two most important dimensions of this group: its functional content and the nature of the dynamic interaction process.

(A) Functional content:

In a group, "functional content" means the task to be accomplished, the changes or the learning experience that the participants are to undergo.

Here the dynamic approach coincides with the CJST objectives mentioned in part 1. As shown in Table I, the modules in the film follow very closely the sequence of activities of a CJST session and can be readily used as discussion material.

CJST may be broken down into five phases. Although it is clear that the phases are closely linked, the distinction is made to relate each phase to the appropriate tools or techniques.

TABLE 1

Sequence of the CJST process

PHASES	GOALS OF ANIMATION	FILM MODULES AND SUGGESTED TOOLS
1. Awareness	Making the individual aware of his/her role in the job search. The emphasis is on attitude and on physical and mental fitness.	Film module I: attitudes: this is where the co-ordinator's animation skills really come into play.
2. The world of work	Giving the client a better perception of how the labour market works: - does the client know the labour market? - whom should she/he visit? - to whom should she/he send copies of his/her résumé? - when will she/he be ready to begin his/her job search? - does she/he need help? - whom should she/he consult?	Film module II: Part A: the labour market. The best tool is undoubtedly a good knowledge of the labour market on the part of the group leader. Lists of employers by occupational sector could be made available to participants in the same group. Checklist.
3. Self-appraisal	The participants are helped to discover their true potential. What image does the client project? Does she/he have confidence in what she/he can do? Does she/he have experience selling his/her skills to an employer? How does she/he prepare for an interview?	Film module II: Part B: Self-portrait/self-appraisal questionnaire (or special module: women and the labour market)
4. Developing the tools	This phase actually comes between part one and part two of the session. It is prepared by the two preceding phases and is completed by the next phase. This is the individual work done by each participant.	Film module III: This work (the résumé and the interview) may have various goals: - self-appraisal, to discover one's potential and to prepare for the interview - preparation of résumé or accompanying letter, etc.

TABLE 1

Sequence of the CJST process (cont'd)

PHASES	GOALS OF ANIMATION	FILM MODULES AND SUGGESTED TOOLS
5. Crystallization	The aim of the final phase is to discuss the tools developed during the previous phase and to smooth any rough edges.	- résumé - accompanying letter - interview role-playing
Conclusion	The emphasis here is on the importance of follow-up in a well-planned job search campaign.	

(B) The dynamics of interaction in a group process:

A group is made up of individuals, each of whom, consciously or unconsciously, interacts with the others. This interaction influences the operation of the group and helps or hinders the achievement of the group's objective. In other words, the group is an organic entity with a life of its own. The group leader who knows the major components of a group's dynamics will have a better grasp of how his/her group and the individuals in it function:

(a) Structure and function of the group:

By structure, we mean the organizational model and the structure of influences within a group, i.e. the place occupied by various members within the group. Once this structure is understood, it is possible to clarify the role and the position of each participant in relation to the group, as well as the resulting interaction. As the group leader gains insight into the structure of relationships between the members of the group she/he is able to understand and to anticipate the behaviour of individuals and of the group, making it easier for him to adjust his approach.

In CJST, group means a personal development group that is action- oriented. The group is the step leading up to organized action in the form of systematic job search. The group's organization and structure will depend on the number of participants. If a group is to function properly, it will require a minimum number of individuals who together possess the skills needed to carry out the group's task, while at the same time, individual, social and emotional needs can be met.

By individuals with the skills needed to carry out the group's CJST objectives, we mean people who are ready to enter the labour market. In other words, people who meet minimum skill requirements for occupations that are in demand on the labour market. Let us make one thing perfectly clear. A person does not need a college diploma or a university degree to be able to benefit from CJST. A good salesman, a qualified office clerk, a good cook - all these people will find something of interest in a CJST session because the opportunities are there if they know how to take advantage of them.

Group members have social and emotional needs generated by job search: the need to know oneself and to communicate, the need for self-esteem and self-fulfilment in a satisfying job and the need to feel supported and encouraged in one's efforts. All these needs may be expressed in some way during the session and have an effect on the group process. Since CJST is, first and foremost, a group animation session, the number of participants should preferably not exceed twelve, in order to encourage the participation of each member. In larger groups, shyness, inhibitions and prejudice tend to block personal expression.

Similarly, in a group of less than four or five there may be a total lack of dynamic exchange and participation will also be at a lower level, but this time because of the limited number of participants.

The ideal number for these sessions appears to be a group of from six to twelve. However, there are no hard and fast rules. Smaller groups may exist and function quite satisfactorily - it all depends on the individuals in the group and what they contribute to it.

To evaluate the group's effectiveness in attaining its goals, these goals must have certain qualities, including relevance and clarity, and must be accepted by all.

Relevance means these goals must be related to the raison d'être of the group. CJST is relevant for people who are looking for a job, and improving their approach to this search is a relevant activity.

Clarity means the goals must be easily perceived and understood by all participants. Otherwise, it is not very likely that participants will stay with the group. Finally, the group's goals must be accepted by all and must be freely chosen and in harmony with the more or less clearly expressed individual interests of each participant. This element of free choice is vital. The group cannot achieve its objectives without the voluntary participation of its members. The effectiveness of a group is measured on the basis of its objective, the aspirations of its members and the plan these members propose to follow to reach their goals. This plan must reflect the needs and motivation of the people in the group, if there is to be true participation.

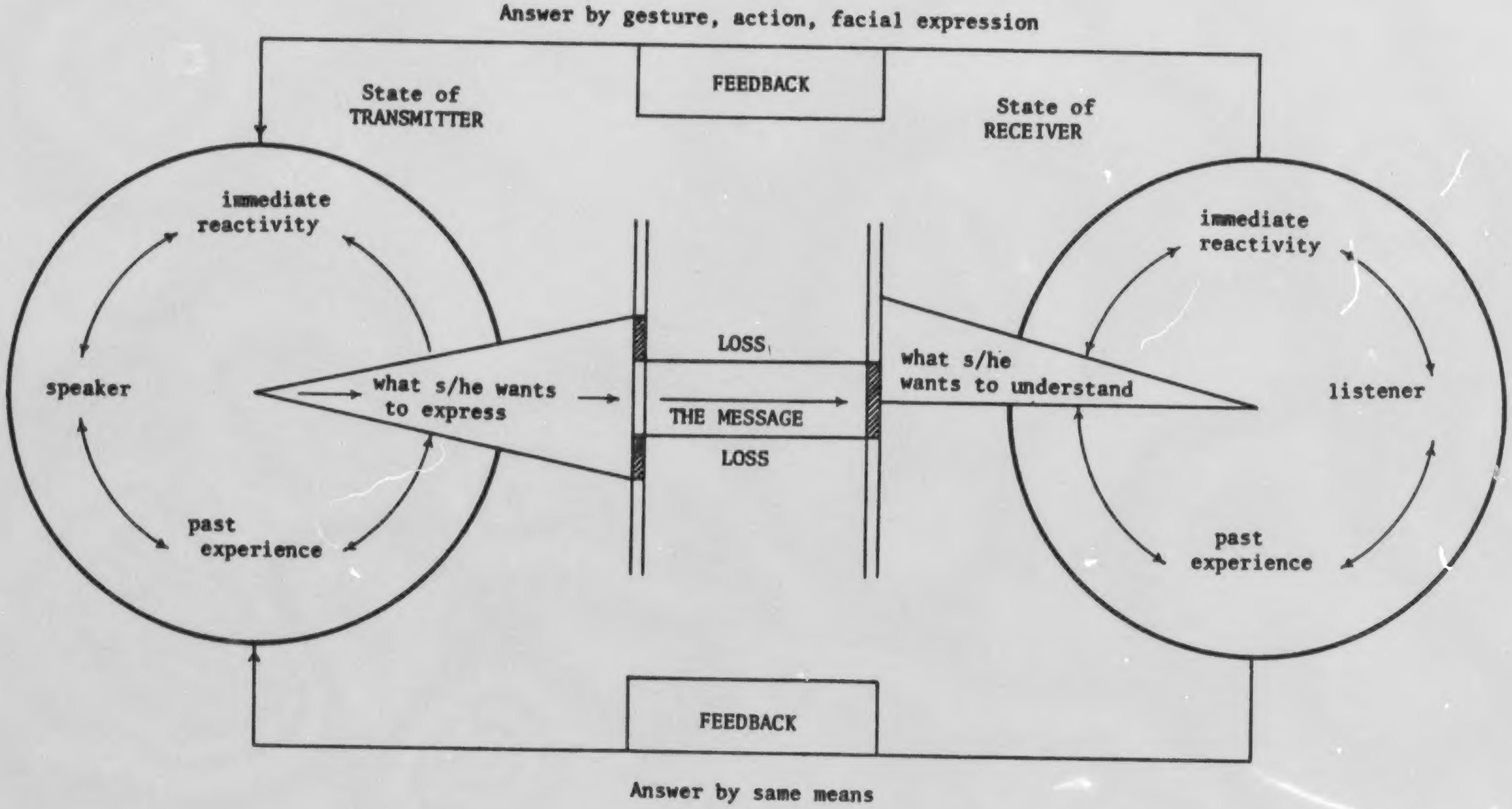
(b) Communication and interaction in the group:

For a group to function effectively and achieve its objectives, it must have effective and satisfying communications. Effective communication refers to the physical process (words, gestures, tone of voice), while satisfying communication refers to the psychosocial process (significance given to gestures and words by the individual). Communication is a combination of physical and psychosocial processes by which one or more persons establish a relationship with a view to attaining certain objectives.

Once communication has taken place and the message is received, we observe that the message has lost much of the original meaning intended by the speaker. In terms of effective expression, the speaker (transmitter) manages to transmit only part of the message (see white area in Table 2).

As for the listener, interference created by his/her immediate environment, his/her expectations and his/her past experience restricts his/her receptivity to the message.

TABLE 2. Diagram of the communication process


Answer by gesture, action, facial expression
FEEDBACK
State of TRANSMITTER
State of RECEIVER
immediate reactivity
speaker
past experience
what s/he wants to express
LOSS
THE MESSAGE
LOSS
what s/he wants to understand
immediate reactivity
listener
past experience
FEEDBACK
Answer by same means

Groups are made up of individuals. Each one reacts to the actions of others and influences and is influenced by the course of action of others because, basically, each person is primarily concerned with defending his/her own interests and furthering his/her own development. The formal or informal structure of exchange (words, gestures, language: part of our cultural background), the attitudes or ways of seeing things (a function of one's personal experience) adopted by each individual - all these influence the group's operation and degree of effectiveness. In this context, it is important to identify clearly any barriers likely to hinder the functioning of the group, if they are to be eliminated.

Barriers to communication are created by the subject itself, the personality of the partners, the socio-psychological elements of the situation and of course the physical apparatus carrying the message (Table 3).

Where the message itself is concerned, its form, its purpose, the words, the gestures or the emotions that it expresses, any rhetorical devices used - all of these may create barriers to communication if:

1. we fail to consider our partner's ability to understand his/her skills or his/her cultural milieu

2. we exhaust him/her with messages that are too long, too complex or transmit too many ideas at once

3. we do not take care to use language she/he understands

4. we go beyond the framework of discussion (organization, procedure) established at the outset.

Personality is a factor in communication in the sense that ideas always transmit some of the prejudices and attitudes of the person expressing them. We will often find references to the speaker's own lifestyle and philosophy. It is easy to see how this can become a barrier to communication, if we forget that the person to whom we are speaking has his/her own frame of reference, that colours his/her interpretation of the message. Psychological factors can become serious barriers to communication in terms of attitudes taken by each participant and the roles each one plays in the communication process.

Thus, every message is subject to the constraints and specific circumstances created by the limitations of individuals. Obviously, a message demands precision, clarity and simplicity to be perceived and understood as the speaker intended.

It also means that considerable objectivity and an open mind are required of the individual if she/he is to receive the message and fully understand the speaker's intent.

TABLE 3 Barriers to communication and how to overcome them

SPEAKER	FEEDBACK		LISTENER
Barriers	Corrective measures		Barriers

Content of communication
- ideas expressed
- vocabulary
  - language
- medium
  - gesture
  - picture
  - film
- techniques
  - slide presentation
  - etc.
- context
  - organization
  - procedure, etc.
	- Always have specific ideas
	- Express them clearly, using simple words
	- Choose methods appropriate to the message and to the audience
	- Observe the procedure established by the agenda
		Be available and ready to listen to the other person	Content of communication
			- ability to understand
			- threshold of listening tolerance:
			  - fatigue
			  - length
			- manner of expressing oneself

The individual - subjectivity - attitudes - frame of reference	- stick to the facts - keep an open mind - put yourself in the other person's shoes	Take an objective view of one's own manner of seeing and understanding	The individual - perception - image of communication - interpretation of communication
Psychosocial factors - status and role - situation	- clearly define status and role in the group - be in control of oneself and the situation - have technical knowledge of the factors	Clarify the situation by questioning the other person	Psychosocoal factors - role and status in the group - situation
Transmitter: the physical apparatus - sensory problems (deafness, blindness, etc.)	TAKE THIS INTO ACCOUNT		Receiver - sensory problems (deafness, blindness, etc.)

COMMUNICATION PROCESS

TABLE 4

Attitudes conducive or inconducive to communication

	NEGATIVE	POSITIVE
(1)	Judgment is prejudiced or arbitrary	Analyses, understands, is open to opinions of others
(2)	Authoritarian: forces questions and advice on others	Respects the freedom of others
(3)	Manipulating attitude: using others to achieve one's own ends	Frankness, sincerity
(4)	Passive attitude: doesn't care and can't be bothered	Dynamic attitude: active participation, personal involvement
(5)	Attitude of superiority: the individual who is totally self-centred	The sense of equality and humility of the individual who knows his/her own strengths and weaknesses
(6)	Dogmatic attitude of the person who thinks she/he knows it all	Willingness to collaborate and to share one's experience

As we have seen, communication is not simply understanding verbal exchanges. It is strongly linked to the individual's perceptual field, his/her needs, values, impressions and fears.

In addition to a knowledge of the barriers to communication, it is essential to identify attitudes that will either stimulate or hinder it. In Table 4, we find the positive and negative attitudes side by side.

(c) Cohesion and strength of a group:

In a group, each individual reacts to the others. His/her beliefs, gestures and emotions are confronted by and compete with those of the other members of the group, because she/he is what she/he is: a human being characterized by his/her background, motivation, emotions, intellectual and cultural development, frame of reference, formal status in society and psychosocial roles.

These various factors, in addition to influencing communication and interaction, can become divisive elements if we consider that the fundamental instinct of the individual is self-preservation and growth. She/he will fight whatever stands in his/her way and support whatever contributes to his/her growth. Similarly, the individual's values, attitudes and role develop and become the driving force of his/her efforts to adapt and express him/herself in a given milieu.

In order to maintain itself and to reach its objectives, a group must have a certain form of cohesiveness, a minimum of unity to be effective. To ensure this adherence to the group and to make the most of the participants' energies, we must know and understand some of the personality variables that may shed new light on the behaviour of individuals in the group. Among these is the process of human adaptation. This brings us to the motivation mechanism, the source of the individual's adaptive energies.

Fundamentally, we find in each individual a constant striving after a state of equilibrium in his/her socio-psychological or physical interactions with his/her milieu. This equilibrium may be disrupted by physical, psychological or social perturbations. These perturbations generate needs and set off a process of adaptation aimed at restoring the balance.

The process of adaptation leading to equilibrium is constant. By establishing the individual's fundamental needs, it is possible to trace the direction and form of the individual's adaptation and the motivational influences of these processes on his/her behaviour within the group.

According to Maslow, the fundamental needs of the individual are:
- physiological (hunger, thirst)
- search for security (the basics of life, a roof over one's

- to love and to be loved
- to achieve complete self-fulfilment
- to know and to understand what is going on around him.

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In addition, in a group, behaviour will be coloured by the need to be accepted, to be appreciated and to play a positive role in attaining the group's goals.

Thus, we can extend to the group the principle of equilibrium, which is characteristic of every living organism. If the group answers one or more of the individual's fundamental needs, the individual's adhesion to the group will be stronger and he will invest more of his energies in reaching the group's objectives.

In CJST, the need for security and the need for self-actualization will undoubtedly be the strongest motives for participating in the group's activities. The presence of these needs is essential to maintaining the dynamic process which constitutes a discussion group.

(d) Evolution and productivity of a group:

From a dynamic point of view, it may be said that the group constitutes a disparate entity engaged in a constant search for equilibrium.

The group moves from a state of disequilibrium to a state of equilibrium as it resolves the tensions to which it is subjected. This system can be positive (progress of the group towards its objectives) or negative, depending on the mechanisms by which the group operates and the energies expended to solve personal conflicts. An estimate of a group's productivity can thus be based on the degree of effectiveness of the problem-solving and decision-making processes that the group adopts to reduce negative tension.

On the other hand, the positive tension involved in the group's progress towards its objectives will be all the greater (thus increased productivity) if goals are:

1. relevant, that is, related to the raison d'être of the group
2. clear, that is, easily understood by the individuals in the group
3. accepted, that is, participants have exercised their freedom of choice.

Consequently, we must realize the significance of the individual's motivation to participate in the CJST group sessions.

One of the most remarkable results of CJST is that by getting participants to discover their true potential and the possibility of placing it at the service of an employer, we actually increase their motivation.

However, there is an enormous difference between increasing existing motivation and instilling all its elements in people with their own particular set of values. The first can be done by social animation and consciousness raising which is part of our mandate; the second can be achieved only through difficult group counselling, the application of which does not really fall within the bounds of this discussion. On the other hand, if a client is disadvantaged by a physical, psychological or social handicap which constitutes a real barrier to his/her integration into the labour market even temporarily, the solution to his/her problem must be sought in individual counselling and the application of all available special programs. Creative Job Search Techniques could aggravate a client's problem if its only effect is to dangle before him/her the prospect of a brighter future that, for the time being, still lies beyond his/her grasp.

It is clear that CJST goals must be explained in detail and the assent of all participants must be secured before the session, as such, gets under way, if we are to be assured of the participants' motivation.

(e) Group leadership:

Inasmuch as all members of the group exercise some influence and have some impact upon one another, it can be affirmed that all of them participate in group leadership.

Leadership takes two forms, that exercised by the participants and that by the group leader.

1. The leadership coming from the participants is one in terms of content, the participant putting forth ideas, opinions, suggestions, comments, proposals, information and attitudes regarding:

    (a) the task to be accomplished: enthusiasm, indifference, fear, hesitation, agreement and acceptance or disagreement and refusal, and so forth.

    (b) the organization of the work: is organization adequate, are structures reassuring, are tools adequate?

    (c) oneself and others: competition, confidence, collaboration, hypocrisy, hostility, friendship, esteem, solidarity and so forth.

2. The leadership coming from the group leader is formal and concerns the structuring and dissemination of contributions made by participants. To do this, the group leader:

- sums up, synthesizes, reformulates, repeats, clarifies, points out connections, helps to identify the problems encountered by the group, concerns himself with the group's progress toward its goal, gives expression to the emotional climate of the group, the feelings of individuals and so forth.

(f) Functions and roles within a group*

A group is organized by differentiating functions within the group. To ensure that these functions are performed, the group members must play the corresponding roles. A role is thus associated with a process but it is also influenced by the personality of the person playing that role. To analyse the role of a group member means first examining the function which she/he has (or has not) actually performed.

Roles can be classified into three groupings:

- roles that facilitate the group's effort to achieve its goals
- roles oriented toward building, maintaining or strengthening the group
- roles that conflict with the above-mentioned functions.

I Group task roles (group activities)

1. Stimulating the group: proposing ideas, making suggestions about the goal, the current problem, procedures, and how to handle difficulties.

2. Seeking information: clarifying suggestions in terms of their pertinence, seeking facts that are relevant to the problem being discussed.

3. Seeking opinions: what do the others think? What are we really talking about here?

4. Giving information: based on one's skill or one's personal experience.

5. Giving one's personal opinion.

6. Reformulating opinions and proposals in order to clarify them.

7. Clarifying and co-ordinating ideas, suggestions and activities.

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* This part is taken from an article by Kenneth D. Benne and Paul Sheats: "Functional Roles of Group Members" in "Journal of Social Issues", 1948, vol. 4, pp. 41-49.

8. Orienting the group or making it aware of its position by summarizing what has occurred, raising questions about what the group is doing, about the direction it is taking.

9. Carrying out a critical examination (evaluation) by subjecting the group's accomplishments to certain standards.

10. Activist role: prodding the group to decision, to do anything at all or something specific.

11. Doing material things for the group: rearranging the seating, ventilation, lighting, tape recording, refreshments, distributing materials and so forth.

12. Role of group secretary: taking notes to ensure a record of the group's activities.

II Group building and maintenance roles

1. The encourager praises, agrees with and accepts the contribution of others, indicates warmth toward them, and in many cases, indicates understanding and acceptance of others' points of view.

2. The harmonizer attempts to reduce the number of differences and disagreements, to relieve tension, pour oil on troubled waters.

3. The compromiser seeks a common ground when a conflict arises in which his/her ideas or position are involved; she/he negotiates, admits his/her error, abandons an argument, modifies his/her position, takes the first step toward re-establishing the cohesiveness of the group.

4. The gate-keeper and expediter keeps communication channels open by facilitating the participation of reluctant members ("We haven't got the ideas of Mr. X yet..."), by regulating the flow of communication, by suggesting that time limits be set.

5. The standard setter expresses standards for the group to achieve or to apply for its self-evaluation.

6. The group-observer and commentator observes and reports on the group's operation.

III Individual needs and "parasite" roles

Some individual needs or roles constitute an obstacle (which must be overcome) to the maintenance or operation of the group.

1. The _aggressor_ deflates the status of others, expresses disapproval of the values, acts or feelings of others, attacks the group or the problem the group is working on, shows envy toward another's contribution by trying to take credit for it.

2. The _blocker_ is negativistic, opposes or resists without reason, tries to question issues that have already been decided upon or to bring up old problems.

3. The _recognition-seeker_ works to call attention to him/herself through boasting, reporting on personal achievements, acting in unusual ways, struggling to prevent his/her being placed in an "inferior" position.

4. The _self-confessor_ uses the audience opportunity which the group setting provides to express personal, non-group oriented "feelings", "ideas", and opinions.

5. The _"playboy/girl"_ is always joking and flaunts his/her lack of interest in the group. This lack of involvement may take the form of cynicism, nonchalance, horseplay and other "out of field" behaviour: she/he doesn't miss a chance to show everyone that she/he is not "playing the game".

6. The _dominator_ tries to assert authority or superiority by "manipulating" the group or certain members of the group. This manipulation can take the form of flattery, of asserting a superior status, or drawing attention to himself by giving directions authoritatively, by interrupting others.

7. The _help-seeker_ attempts to call forth help and "sympathy" from other group members or from the whole group by confessing his/her insecurity, personal confusion, depreciation of him/herself beyond reason.

8. The _special interest pleader_ defends interests that are often unrelated to the group, such as the "small businessman", the "housewife", "labour", and so forth: she/he generally gets caught up in his/her prejudices, which distort his/her views of the opinions of others.

THE FUNCTIONS OF A GROUP LEADER

During a session, the role of the group leader is important. She/he has many functions, which may be classified in terms of the three dimensions of a group:

1 - the content of the session
2 - the participants taken as individuals
3 - the group as an independent entity.

1. Function with regard to content:

(a) At the beginning of the session, the group leader:

1 sets out the theme of the session
2 determines the goal
3 suggests a way of reaching the goal.

Note: The main point is to set a clear and specific objective so that the group's progress can be measured at any time. Have only one objective in view at a time. (Example: Helping improve a job search activity.)

- A session can be prepared even if all developments cannot be foreseen. This could be merely mental preparation, getting into a frame of mind conducive to discussion by clearing one's mind of other concerns.
- The use of a blackboard or a flip-chart is strongly advised to provide a visual outline of the session and the main ideas of the group. This will help the group to understand how it should develop. However, abuse of these tools naturally reduces their effectiveness.

(b) During the session:

The functions of the group leader are to:

- see that the schedule is observed.
- provide a regular update of the group's progress toward its objective; this has a positive psychological effect on the participants, who can derive satisfaction from the work they have done and are motivated to continue.
- to formulate syntheses of discussions in order to extract the main points and to prepare the next step.
- most importantly, the group leader must never lose sight of the group's objective; he must remind the group constantly of that objective and help discussions to arrive at a logical conclusion.

The group leader must bear in mind the limits of the abilities of group members. He must see to it that the discussion remains within these limits.

2. Functions in terms of the participants as individuals:

   (a) The group leader must ensure that each participant's pace is given consideration - the person who thinks on his/her feet and the person who requires silence to better structure his/her thoughts.

   (b) The group leader must encourage each participant to make a contribution to the best of his ability, drawing out those who are hesitant to speak up and restraining those who talk too much.

   (c) An important function of the group leader is to ensure before the session is held that each individual can contribute to reaching the goals of the session.

   (d) With respect to individuals, the group leader is responsible for provoking discussions (getting them started) and thought (silence, listening), alternating with illustrations. She/he must know when to schedule rest periods so as not to deplete too rapidly the participants' physical and mental energy.

It is clear that the group leader's job is not an easy one and requires constant attention to what is being said and who is saying it.

3. Functions in terms of the group as an "entity":

   Here the group leader acts as the "mirror" of the group. She/he must "reflect" the situation. She/he is also like a safety valve that helps maintain production speed. She/he must be very sensitive to changes in mood and take the group's pulse regularly or as required. The suggestion procedure for taking stock of the situation is that of going around the table, so that everyone can give his/her opinion on how the session is coming along.

   The group leader can then more easily react to the group's needs or refocus discussion on the original objective.

   This will also prevent the group's activities from being obstructed by a few stubborn individuals. The group leader could assign specific roles to participants who are acting in this way. (Example: making them write on the chalkboard)

   As you can see, the group leader's job is no sinecure. It is not impossible, but it is very demanding.

The Characteristics of the Group Leader

Considering his/her functions, the group leader is a dynamic person demonstrating:

(1) A positive mental attitude toward the possibility of integrating clients into the labour market

(2) A good ability to adapt enabling him/her to be one with the group.

(3) An ability to diagnose participants' needs.

(4) Optimism.

(5) A good ability to express him/herself verbally.

(6) A natural aptitude for summarizing to help members of the group assess their progress.

(7) An empathetic, respectful and concerned attitude, toward the group's progress.

(8) A capacity for self-criticism enabling him/her to constantly reassess his/her role and the quality of his/her contribution.

(9) A definite leadership quality.

(10) A genuine, down-to-earth attitude.

Stimulus:

Eric was becoming discouraged; at the same time, he was becoming alarmed. He had been looking for a job for weeks without success, and it was apparent that he would be in trouble if he didn't find a job soon.

The first few times that Eric had received those polite letters and telephone calls saying "Sorry. Thank you for your interest...", it had hurt, it was true, but he shrugged them off, telling himself that he couldn't expect to succeed on the very first try or so. But, it kept up like that. Now, Eric was beginning to wonder whether there was something wrong with him and whether everyone who could help him was against him. Even on the one or two occasions when friends had tipped him off about available jobs, his efforts to get one hadn't worked out; and he'd thought that he'd had an inside track!

Each day, Eric would scan the "Help Wanted" section of the newspaper and from time to time he would drop into the local Canada Employment Centre to see whether there was anything available. When he came across something that looked like a possibility, he usually phoned to ask for an interview. Sometimes, he wouldn't even be given an interview; how could they tell whether they could use him when they didn't even know much about him? Those times were the most frustrating, and sometimes he became angry and shouted at the people who refused him interviews; he yelled about it not being fair and demanded to know why no one would give him a break. A couple of times, he even pleaded for an interview. Oh, he knew that these things were mistakes, but politeness hadn't got him anywhere and he was having trouble keeping his frustration inside anymore. At the beginning, when he would be told that a position had been filled, he chalked it up as bad luck. To Eric, looking for a job was like looking for an apartment: if he didn't get there fast enough, there was nothing he could do about it and it was nobody's fault; but if it was still there and he liked it, he thought he should be given it. Those "sorry, it's taken" replies were getting suspiciously frequent.

It wasn't as if Eric was being picky about the job he wanted; he would do anything. He wasn't sure he could do anything, but he reasoned that if he just could get his foot in the door somewhere, he would learn. In the meantime, he wanted his usefulness to employers to seem as wide as possible.

The number of jobs advertised seemed small to Eric. After all, this is a pretty large town and you'd think that anyone who had a job open would advertise it. Some companies must be so good to work for, Eric decided, that they never fire anyone and almost nobody ever quits or takes jobs elsewhere. Eric sure wished that he could get at those employers, if he could only find them. If only someone would retire or die or something, then there'd be an ad! That's the only way he'd be able to find those employers.

When Eric applied for a job in writing, he would mention the ad, ask for an interview and list the last couple of jobs he'd had. He wrote almost the same thing each time, which seemed good to Eric because it meant that he had organized things so that he had a standard approach. That was all he needed; sometimes he would be asked for a copy of his résumé, but Eric figured that his case was too straight-forward and that there wasn't much that needed to be said - anything that an employer wanted to know could be asked at the interview. Anyway, he'd already listed his old jobs in his letter.

When Eric was asked to an interview, he was ecstatic; it was a certain sign of success, since interviews seemed to be so hard to get. He'd tell himself, "This time I'm going to get the job! I'm finally going to get my break, I can feel it!" Then, he'd remember some of the other interviews he'd had recently: no one had offered him a job and the interviews had been short and sometimes even curt, as if the interviewers had been trying to get it over with. Eric had to admit to himself that he was nervous in interviews - he didn't want to say anything that might cause him to be turned down. Consequently, he answered the questions briefly and hesitantly, perspiring the whole time. Some of the questions that were asked came as complete surprises to Eric and he didn't know how to begin to answer them; or else they seemed very simple and called for obvious answers. He would be asked things like "Why do you think you'd like to work for us?" - well, of course, he needed a job; or "What do you like to do with your free time?" - Eric couldn't understand what that had to do with whether or not he got the job; or "What do you know about our company?" - Eric expected to find that out if he was hired; or "What are your long-range career goals?" - Eric could only think of always having a job and making good money.

Eric was always told that the employer would be in touch in a few days, and they usually did call him; but the news was always bad. Anyway, Eric usually could tell right away that his chances weren't good: he knew his nervousness didn't help him and the interviewers were always indifferent, although polite; he heard "Sorry" when they said "We'll call you."

You'd think from the number of jobs he'd applied for that he'd land one of them. Just one, that's all he needed. You'd think someone would take kindly to him...

D. Practice and Application:

Exercise 1:

Objective: To identify and discuss issues that are important to an effective job search.

Materials Required:

1. "Creative Job Search Technique Is...1, 2, 3";
2. "Creative Job Search Technique: Women Returning to Work";
3. "CJST sound-slide show;
4. Slide projector;
5. Cassette tape recorder;
6. Dissolve unit;
7. Stimulus provided in this unit for presentation

   (a) orally;
   (b) on tape;
   (c) as an audio-visual show; or
   (d) as a handout;

8. Other discussion material on approaches to carrying out a job search that you may have gathered;
9. Flip-chart.

Instructions:

1. Write the objective on the flip-chart. Explain that after having identified possible occupations, having made occupational plans and decisions and having identified and overcome barriers to employment, it still remains for one to carry out an effective job search in order to bring the process of embarking upon a satisfying career to fruition. The conduct of an effective job search is something that almost everyone who is involved in the labour market requires. The method of developing job search skills that will be examined in this part of the course is the Creative Job Search Technique. Explain that CJST employs a group discussion approach to the development of job search skills. In this way, participants in CJST help and learn from each other by comparing views and job search experiences.

2. Present the stimulus provided in this unit. You can either read it aloud, play it on a tape that you have prepared, pass it out as a handout for students to read or present it as an audio-visual show that you have prepared. Ask students to look for and take notes on issues relating to looking for a job and effective or ineffective approaches to carrying out a job search that are suggested in the presentation.

3. Lead a discussion of the presentation. Ask students what issues were suggested as being important to an effective job search. What was Eric doing wrong that was making his job search so difficult? What was Eric doing that might have helped his job search? Students may make suggestions that relate to the following points:

   - having a positive attitude to one's job search and chances of finding a job;
   - having self-confidence and a capacity to cope with rejection;
   - knowing that nobody will give one a job - it's up to the job seeker to convince the employer that she/he is the best person for the job;
   - having a positive attitude to one's ability to do the work;
   - knowing that many available jobs are not advertised, but can be found by seeking them out;
   - knowing where to look for potential jobs;
   - being aware of the best way to approach an employer so that one will be invited to an interview;
   - being aware of the kind of work one is looking for;
   - knowing what one likes and dislikes to do and what one is and is not good at;
   - having a career goal;
   - having an organized approach to looking for a job;
   - having a good résumé that is likely to impress employers;
   - tailoring one's résumé and the way one applies for interviews according to the individual job, highlighting the most relevant and advantageous aspects of one's qualifications;
   - having a good introductory letter, telephone manner or in-person approach for initial contacts with employers;
   - taking a confident approach to job interviews;
   - anticipating the kinds of questions that one might be asked in a job interview and preparing for them;
   - being aware of what kind(s) of work each employer is engaged in and what his/her needs might be.

   Ask students to make note of each of the points as they are suggested, and write down the more important ones on the flip-chart. Prompt students with questions if there is anything that they seem to be missing. After a number of suggestions have been made, ask students to boil them down into broad categories that set out an orderly and logical approach to going about a job search. Categories such as the following might be suggested: Attitude, Knowledge of the Labour Market, Self-knowledge and Presentation to Employers. Write these headings on the flip-chart.

4. Introduce the sound-slide show as one that is used in many CJST sessions as an overview and reference point for discussion of job searches. Show the sound-slide show and stop it after the second pause, where the point is made that jobs are always available. Lead a discussion of the importance of attitude in conducting a job search. Ask students to think back to a time when they were looking for jobs. What attitudes turned out to be important in carrying out a successful job search? What attitudes did they lack or could they have improved in order to conduct a better job search? What would they do differently the next time? Encourage students to compare ideas and

experiences. Use any additional materials that you may have gathered to aid discussion; examples of job hunters' attitudes are especially useful.

5. Show the remainder of the sound-slide show. Lead a discussion of the knowledge of the labour market that is important to an effective job search. Once again, ask students to reflect upon a time when they were looking for jobs. What did they not know about the labour market that would have improved their job searches? What knowledge of the labour market was useful in carrying out an organized and successful search for work? What kinds of information about the labour market are most important? Mention should be made of the following:

   - in what geographic area is one looking for work?
   - what jobs are available?
   - what potential employers exist for the kind of work in which one is interested or that might need one's services?
   - what is the best way of contacting each employer?

   Ask students to suggest possible sources of the above kinds of information. These might include:

available jobs	- Canada Employment Centre - newspaper ads - private employment agencies - unions - professional associations - Chamber of Commerce - employer associations - public service hiring agencies
potential employers	- yellow pages - industrial directory
method of contact	- above sources - personnel offices of employers

   Ask students for suggestions on how information on the labour market can be used in an organized way to conduct a job search. Making a list of employers to be contacted and preparing a follow-up system of checklists or control sheets should be mentioned. Once again, use any additional materials that you may have gathered on the labour market and job searches to aid discussion in this part of the exercise.

6. Suggest to students that once one has identified target employers and organized a method for contacting them to offer one's services, it is important to have a clear idea of what one has to offer. This calls for knowledge of one's interests, abilities and experience. Ask students to suggest, drawing upon their remembrances of past job searches, self-knowledge that is important in presenting oneself to an employer so that she/he will be impressed and inclined to offer a job. Students should consider self-knowledge that proved useful in past interviews and which would have been useful had they had it. Students might suggest:

- knowing what one is good at;
- knowing what experience one has gained from past jobs and other activities;
- knowing what machines and tools one can use;
- knowing what one likes to do;
- knowing what one does not like to do.

Refer students to pp. 26-27 of "Creative Job Search Technique Is... 1, 2, 3". Ask them to complete the self-assessment on those pages. When students have finished, ask them why such self-knowledge is important in making an effective presentation to an employer. The preparation of a résumé, the filling in of application forms and preparation for interviews should be mentioned. The examination of this kind of self-knowledge also helps one to marshal one's qualifications so that nothing is likely to be overlooked. Additional materials can be used to help stimulate discussion.

7. Draw students' attention to the situation of women returning to work. Ask them how the acquisition of self-knowledge might help such women to find jobs. Women returning to work often lack self-confidence and feel that they have few qualifications; the process of gaining self-knowledge increases their self-confidence as they become aware that they do have a variety of abilities and experience, whether acquired through paid work, volunteer work, in the home, through courses or from leisure activities. All of the everyday activities that they might tend to consider as unimportant have provided them with skills and experience that are important in the labour market. Ask students to give examples of qualifications that women returning to work might have gained from their activities. They might suggest:

   - experience gained from working on neighbourhood projects;
   - teaching experience giving lessons in crafts, recreation, art, sports, interior decoration, etc.;
   - day-care experience from having played with and brought up children;
   - experience gained from volunteer work for a social service agency;
   - administrative, planning, decision-making and other abilities gained from having run a household;
   - organizational experience from having been involved in clubs, community and recreational groups and other activities;
   - knowledge and abilities gained from courses taken in spare time;

   (There are many other possibilities.)

   Draw students' attention to the booklet, "Creative Job Search Technique: Women Returning to Work" and ask them to read it.

8. Give a brief run-down of the kinds of information that should be contained in a résumé and how it can be organized to create the best possible impression on an employer. Mention introductory letters and what they should contain. As you do so, refer students to pp. 29-42 of "Creative Job Search Technique Is... 1, 2, 3". The point should be made that these tools have one main purpose - to get the employer to give the applicant an interview. At this stage, make sure that you

relate the information gathered in the self-assessment to that included in a résumé.

9. Ask students about past job interviews that they have had. When they were successful, what did they do that helped them? When they were not successful, what was wrong with their approach? Did they analyze afterwards what went wrong? Refer students to pp. 16-19 of "Creative Job Search Technique Is... 1, 2, 3" for a list of "48 ways to remain unemployed", reasons why employers often turn down applicants after an interview; this list should remind students of things they did wrong in past interviews. What can they suggest about useful approaches to interviews, based on their experiences? What students suggest at this point will probably boil down to the following:

   - being confident and positive;
   - being at ease and expressing oneself clearly and coherently;
   - being prepared - with knowledge about the company or organization and anticipating and being ready for the questions that are likely to be asked.

   (To the above might be added not being dependent on what the employer will decide, which frees the applicant to be himself/herself without being defensive or too aggressive in the interview; it also makes being turned down easier to deal with when it occurs.) Lead a discussion of approaches to interviews drawing on any additional materials you may have gathered and students' experiences to do with effective interview strategies.

10. For the next exercise, ask students to draft résumés and introductory letters to employers, based on the approach that has been discussed in this exercise. In addition, ask them to imagine that they are about to go to a job interview and to prepare accordingly, using the approaches discussed above. Refer students to the lists of questions often asked in interviews on pages 46-47 of "CJST Is... 1, 2, 3". Also, pass out copies of the bibliography on job search, indicating which publications you know to be on hand, and suggest that students look up and read some of the listings. Reading for the next exercise should consist at least of a thorough review of "CJST Is... 1, 2, 3" and selections from one of the books on the job search bibliography.

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Exercise 2:

Objective: To develop job search tools and interview skills.

Materials Required:

1. "Creative Job Search Technique Is...1, 2, 3";
2. "Creative Job Search Technique: Women Returning to Work";
3. Completed résumés and letters of application;
4. Flip-chart.

Instructions:

1. Write the objective on the flip-chart. Remind students that they were asked to draft résumés and introductory letters in preparation for this exercise. Explain that in this exercise, such job search tools will be discussed and polished. In addition, there will be some practice and discussion of interview skills.

2. Divide students up into groups of three or four, paying attention to which ones are the most apt to exchange ideas among themselves and to make suggestions to each other. Ask these small groups to discuss the résumés and introductory letters of their respective members, looking for aspects that are done well and those that could be improved in order to present an image to employers that will be impressive and likely to lead to interviews. Résumés and introductory letters should be examined and discussed from the standpoint of form, presentation and content. Circulate among the groups, spending some time with each, participating and provoking discussion where necessary. Revisions to résumés and letters should be made on the spot, if possible.

3. After students have had ample time to discuss their résumés and introductory letters, briefly summarize for the class, or call on one or more students to do so, what constitute effective job search tools in terms of form, presentation and content.

4. Explain to students that the last and most crucial step in conducting a job search is the hiring interview. The best way of demonstrating interview skills is by means of an example. Ask a volunteer to play the role of a client, while you play that of an employer (alternatively, another student can act as the employer). Conduct a mock job interview. Afterwards, ask students to discuss the "client's" behaviour in the interview: presentation, self-confidence, communication, approaches that were effective and those that could be improved; how was the "client's" behaviour effective and how could it be improved?

   Students should refer to readings that they have done, other materials that may be at hand, and past discussions.

5. Suggest some "tricks" that might help one's performance in an interview, and invite students to suggest others. For example, one could identify questions that one would find difficult to answer when confronted with them in an interview; answers can be devised and practised. Another "trick" is to ask the employer early in the interview what she/he is looking for in the job in question; one can then proceed to answer the employer's questions as much as possible in accordance with what she/he is seeking. (This is asking "What do you need?" and demonstrating "I've got it." A job interview is more of a sales situation than it is a test.)

6. Ask students to pair up and role-play job interviews, taking turns playing the "client" and the "employer". At the end of each mock interview, the partners should discuss the way in which the "client" handled the interview, what she/he did well, and what could be improved; the "client" should take the lead in these post-mortems to simulate the kind of analysis of his/her performance that a real client should do after an interview and often would do by himself/herself. After students have finished role-playing, suggest to them that job hunters would benefit from just this kind of rehearsal in order to be prepared for possible questions and to maintain a positive and self-confident approach (without, of course, memorizing or working oneself into a nervous frenzy). Make sure that students include questions often asked from pp. 46-7 of "CJST Is... 1, 2, 3" in their mock interviews.

7. Ask students what might remain for a job seeker to do after an interview. A post-mortem is one thing; another is to have a follow-up system, by which employers can be contacted again a few days after an interview. Ask students why this might be useful. Possible suggestions include:

   - clearing up question-marks about the progress of one's job search;
   - demonstrating a sincere interest in the job at stake;
   - providing the employer with additional information and clearing up any confusion or false impressions that the employer may have;
   - reinforcing the reasons why the employer might decide that one is the right candidate for the job;
   - finding out what the employer thinks of one's qualifications for the job; etc.

   Refer students to pp. 23-24 of "CJST Is... 1, 2, 3" for a list of the information that should be included in a follow-up system (control sheets). Write the list on the flip-chart.

8. Ask students whether there are any questions about job search tools and interview skills or loose ends about effective approaches to a job search. Discuss any matters that are raised so that students are satisfied and nothing is unclear.

9. Introduce the next exercise by explaining that, in order for CJST sessions to be effective and successful, participants must feel free to discuss among themselves and to exchange ideas and experiences. So that this will happen, it is important that the group leader be able to animate the group. Thus, the next exercise will deal with animation and counselling skills of group leaders. In preparation for the next exercise, ask students to study the materials, "How a Session Is Conducted and Practical Suggestions" and "Theoretical Considerations on Groups", copies of which you should pass out or otherwise make available to students. Point out that these materials refer to a particular audio-visual approach to CJST sessions, which is one of a number of ways of leading a group; however, the principles are the same. In addition, suggest to students that they do supplementary reading from among the publications listed in the bibliography on group counselling, since they might find this area somewhat complicated. Pass out copies of the bibliography on group counselling and indicate which publications you know to be on hand.

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Exercise 3:

Objective: To identify and discuss issues that are important in leading a group discussion on job search skills.

Materials Required:

1. "Creative Job Search Technique Is... 1, 2, 3";
2. "Creative Job Search Technique: Women Returning to Work";
3. "How a Session is Conducted and Practical Suggestions";
4. "Theoretical Considerations on Groups";
5. Other materials on group leadership and counselling that you have gathered (see bibliography);
6. Flip-chart.

Instructions:

1. Write the objective on the flip-chart. Suggest to students that in a group discussion and learning situation, the role of the group leader is crucial. Ask students to comment on this statement, explaining why the group leader's role is important. Students may suggest:

   - to break down inhibitions to discussion and help put participants at ease;
   - to help the group to establish goals for the session(s) and a common basis for discussion;
   - to provide stimuli for discussion, ask questions, make suggestions and generally serve as a catalyst for the exchange of ideas and experiences;
   - to guide the progress of discussions within a general framework, which at the same time remains flexible to the needs of participants;
   - to serve as a source of objective information about the labour market;
   - to encourage and reinforce the awareness of and positive approach to one's potentialities on the part of the participants;
   - to encourage independent, creative and sustained action by participants in working towards their goal (i.e. the development and implementation of effective job search skills);
   - to restate, summarize, clarify and interpret ideas, statements and conclusions in order to facilitate communication among participants; etc.

   List suggestions such as these on the flip-chart and encourage students to take notes.

2. Ask students to suggest approaches and considerations that can help group leaders to fulfil the role outlined above. List students' ideas on the flip-chart beside the corresponding aspects of a group leader's role and ask students to do the same in their

notes; the result will be a chart of the functions and strategies of a group leader. An example of such a chart follows this exercise. Students should refer to the readings that they have done as they discuss and devise the chart.

3. Most of the aspects of the group leader's role outlined above apply throughout the CJST process. But what is that process? Ask students to outline the sequence of the CJST process and the group leader's goals, tools that should be used and participants' needs to be met in each phase. Again, students should refer to the readings that they have done as they discuss the sequence. Write students' suggestions on the flip-chart and ask students to take notes. An example of an outline of the CJST process follows this exercise.

4. Focus on the goal-setting phase of the CJST process. Suggest that this is a crucial stage because, if it is not successful, the remainder of the process will not get off the ground. Ask students to comment on this statement and to explain the importance of the goal-setting stage, its elements and how it can be successful. The following points should be discussed:

   - goals should be generated by the participants;
   - each participant must have a stake in the goals that are to be pursued;
   - the needs of all participants must be satisfied by the achievement of the goals;
   - the goals must be agreed to and clearly understood by all participants;
   - the goals must be freely chosen;
   - each group must be able to set goals that are relevant to the needs of the specific group (i.e. different groups have different needs - a group may not need to develop résumés, for example - and only the needs of the specific group should be reflected in its goals;
   - only by means of the above elements will there be true participation by all members of the group and real progress towards the achievement of the goals.

5. Point out that because CJST uses a group discussion approach to the achievement of its goals, communication is an essential factor in its success. Lead a discussion of the communication process as it relates to CJST. The following points should be covered:

   - communication is a relationship and a two-way process;
   - barriers to communication exist in:
     - the limitations in the means of expression (language, gestures, tone of voice)
     - interference from the immediate environment
     - the assumptions and experience of the transmitter
     - the expectations and experience of the receiver
     - the status and role of each person in relation to the other people in the group

    - the subjectivity of transmitter and receiver of messages
    - the ability of participants to concentrate on what is being communicated
    - the complexity and simplicity of messages

- expression and understanding of messages is done in the context of each person's needs, frame of reference and relationship with other members of the group;
- barriers to communication can be minimized if attention is paid to their presence and to the context in which communication is carried out and if corrective measures are taken (see Table 3, Barriers to Communications and How to Overcome Them in "Theoretical Considerations on Groups");
- valuable and effective communication requires a positive attitude and a sincere desire to help and learn from each other on the part of those taking part in the process.

6. In helping participants in a CJST session to develop job search skills, the group leader must be a source of labour market information. Ask students what kinds of labour market information a group leader would need to know in preparation for a CJST session. Students might suggest the following:

    - available jobs, especially the kinds of jobs that usually are available locally;
    - potential employers in the area and the kinds of occupations that they offer;
    - hiring procedures and the best ways of contacting potential employers;
    - sources of information about available jobs (e.g. Job Information Centres in Canada Employment Centres, newspaper ads, private employment agencies, unions, professional associations, Chamber of Commerce, etc.).

    By using sources such as those listed above, lead students in compiling a basic profile of the local labour market. Point out to students that they will need to call upon such information in the next exercise.

7. Ask students whether they have any questions about a group discussion approach to the development of an effective job search by clients. Discuss any questions that arise.

Reference: - Creative Job Search Technique and Women Returning to Work: Group Leader's Manual

GROUP LEADER'S ROLE	STRATEGY
- breaks ice, puts participants at ease	- asks each participant to introduce himself/herself, occupation - encourages each participant to express views freely - recognizes position of each participant in the group to anticipate behaviour, adjust approach, facilitate participation by individuals - is sensitive to emotional climate in group, dissipates tension and apprehension
- establishes goals and basis for discussion	- asks participants what they expect from session - recognizes stated and unstated needs of participants - asks group to define common goal - explains that participants can help each other help themselves by exchanging ideas - recognizes and promotes relevance, clarity and commonness of goal(s) - maintains free choice of goal(s)
- catalyst for discussion	- presents written, oral and/or audio-visual stimuli: examples of job search attitudes, approaches, tools, etc. - asks questions on stimuli and makes suggestions - recognizes and draws out what each participant has to offer to discussion - provides support and encouragement for each participant's ability to contribute to discussion
- guides progress of discussions in general framework	- recognizes tangents, anecdotes and subjectivity; asks questions, makes suggestions, calls for view of other participants to point discussion in direction of goal(s)

GROUP LEADER'S ROLE	STRATEGY
- guides progress of discussions in general framework	- summarizes discussion to structure ideas and permit introduction of next topic - provides updates of progress to promote satisfaction with what has been accomplished and motivation to continue
- maintains cohesiveness of group and cooperation in working towards goal(s)	- recognizes motivating needs of individuals (e.g. security, self-actualization, respect of others) to ensure that the group will meet those needs
- establishes goals and basis for discussion	- promotes respect for ideas and contributions of each individual in group - recognizes conflict that may be damaging to self-esteem of individuals or disruptive of progress of group and proposes compromises and solutions - ensures that each participant's pace is given consideration
- facilitates communication	- recognizes communication barriers, asks questions, restates ideas to clarify - recognizes each participant's limitations for and context of expression and understanding to help communication and interpretation of messages - promotes objective view of one's context of expression and understanding - promotes simple and clear expression - promotes open-mindedness and consciousness of other people's frames of reference - promotes compromise in conflicting ideas - points out connections between ideas

GROUP LEADER'S ROLE	STRATEGY
- encourages creative, independent and sustained action toward goal(s)	- provides support and encouragement for each participant's ability to find satisfying work - is non-directive, allowing participants to learn from each other and assess ideas for themselves
- source of information on labour market	- prompts suggestions of information needed and possible sources - answers specific questions - offers information on services available in CECs - gives advice on best way of organizing résumés, etc.
- encourages awareness of potential and positive approach to job search	- asks participants to describe activities in terms of the experience and abilities they demonstrate - asks questions - promotes attitude that everyone has something to offer in the labour market
- encourages self-analysis	- introduces examples of job searches that could be improved - asks participants why they might have been unsuccessful in past interviews

SEQUENCES OF THE CJST PROCESS

PHASES	GOALS OF LEADER	SUGGESTED TOOLS	NEEDS TO BE MET
1. Sensitization	Knowledge of the group, statement of the objectives of the meeting, verification of expectations, establishment of the rules of the game. Awareness by the individual of his own role in the job search. Throughout emphasis is placed on the importance of attitude and on physical and mental fitness.	This is where the group leader's skills really come into play.	To facilitate personal contacts
2. Information	Giving the client a better perception of how the labour market works: - does the client know the labour market? - who should he/she visit? - to whom should he/she send copies of his/her résumé? - when will he/she be ready to begin his/her job search? - does he/she need help? - whom should he/she consult?	The best tool is undoubtedly a good knowledge of the labour market on the part of the group leader. Lists of employers by occupational sector could be made available to participants in the same group. Checklist	FACTUAL KNOWLEDGE

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PHASES	GOALS OF LEADER	SUGGESTED TOOLS	NEEDS TO BE MET
3. Introspection Self-knowledge	The participants are helped to discover their true potential. What image does the client project? Does he/she have confidence in what he/she can do? Does he/she have experience selling his/her skills to an employer? How does he/she prepare for an interview?	Self-portrait/or self-appraisal questionnaire (none is official) An account of the experiences of the participants	KNOW-HOW
END OF THE FIRST SESSION			
4. Application	The phase is partially between the first and second session. It is prepared by the preceding phase (first session) and is completed in the next phase (second session) and involves the individual work done by each participant usually at home. It is concerned mainly with discovering the path to take in one's job search and what major changes should be made.	This phase may be concentrated on various objectives (such as the résumé and the interview). - self appraisal, to discover one's potential and to prepare for the interview. - preparation of résumé or introductory letter. (For those who do not need these tools, in their job search, we suggest that they write a draft form of a résumé for their own use as this will aid them in knowing themselves better thus making them better prepared for the interview.) The booklet "CJST is 1,2,3".	

PHASES	GOALS OF LEADER	SUGGESTED TOOLS	NEEDS TO BE MET
	This phase must be initiated at the end of the first session, and will be completed during the second session. The group leader gives a general idea of a hiring interview and of the importance of this interview in the job search. He/she organizes role-plays in which people learn how to behave and to develop significant responses to the interviewer.		
	The CJST manual suggests questions frequently asked in interviews. Each person ought to be able to answer these questions spontaneously before reporting to an employer.	Booklet "CJST is 1,2,3"	
5. Crystallization	The aim of this final phase is to ensure that the clients fully understand how to use the tools and skills that they have developed during the previous phases. It also provides the clients the opportunity to make any necessary improvements to these tools.	- résumé - introductory letter - interview role-playing - visit and explanation of the function of the Job Bank.	ATTITUDE
Conclusion	Establishment of a time-table of steps to be taken. The emphasis here is on the importance of follow-up in a well-planned job search campaign.		

Exercise 4:

Objective: To lead a group discussion on job search.

Materials Required:

1. "Creative Job Search Technique Is... 1, 2, 3";
2. "Creative Job Search Technique: Women Returning to Work";
3. CJST sound-slide show;
4. Cassette tape recorder;
5. Dissolve unit;
6. Slide projector;
7. Flip-chart.

Note: This exercise, by its nature, must be very flexible in the way in which it is carried out. Considerations that will affect the manner in which this exercise is completed include the number of students in the course and the availability of groups with which students can practise their group-leading skills. You will need to be alert to the variations that can be used to ensure that each student receives an opportunity to practise leading a group discussion.

Instructions:

1. This exercise will not be carried out by the students as a group. Instead, they will complete the exercise individually or in pairs. Make sure that you have arranged for a group for each student to lead in a discussion of job search skills. If you have difficulty in arranging to have a different group for each student, have them work in pairs. Examples of the kinds of groups that can be used are actual CJST groups in a local Canada Employment Centre and groups of no more than twelve high school students or students in other educational institutions. Make sure that you or an experienced CJST group leader will be able to attend each session to ensure that they are carried out properly so that participants will benefit from them. These sessions should be similar to practice teaching situations.

2. Schedule a practice session for each student or each pair of students, taking into consideration times and locations that will be convenient for the groups, the student group leaders and the supervising group leaders.

3. Prepare students for their practice sessions by asking them to review what has been discussed in class about the leading of group discussions (Exercise 3) and to read over available materials on group leadership (e.g. "How a Session is Conducted and Practical Suggestions", "Theoretical Considerations on Groups", the publications on group counselling listed on the bibliography for this unit and the charts that students developed in Exercise 3).

4. Reassure students by pointing out that they will be part of group-leading teams that will include experienced group discussion leaders and that they should feel free to call on those experienced group leaders for any help that they will need. In addition, point out that they should not be afraid to make mistakes, since the experienced group leaders will be there to back them up and the important thing will be to gain the experience of having led an actual group discussion.

5. Discuss any questions that students may have before they embark on their practice sessions. Make sure that students have all materials that they will need to lead their groups (see "Materials Required" above).

6. After students have practised leading group discussions on job search skills (at least the first of the two CJST sessions), convene a meeting in which students discuss their experiences as group leaders and what they learned. Ask students to compare notes on problems that they encountered, possible solutions and techniques of group leadership that they feel are effective.

Evaluation: Lead a discussion of Creative Job Search Technique, effective job searches and the group discussion approach to the development of job search skills. Ask students to consider the following questions:

- Do you know how to go about conducting an effective job search?

- Do you know what issues and considerations are important to a successful job search?

- Do you know how to develop useful job search tools and effective interview skills?

- Do you understand the group discussion approach to the development of job search skills by clients and how to conduct it?

- Can you lead a group discussion in which participants develop job search skills?

CJST is the last program covered in this course. At this juncture, it might be useful to lead a discussion of career counselling methods and materials in general and to review the career counselling progression:

Identifying possibly suitable occupations - Index to Canadian Occupations

Exploring occupations and making occupational decisions and plans
- Careers Provinces
- Canadian Classification and Dictionary of Occupations
- Careers Canada
- Canadian Occupational Forecast
- Forward Occupational Imbalance Listing
- Program Offering Tables

Assessment of employment readiness and solution of barriers to employment - PLACE

Job Search - Creative Job Search Technique

METHODS AND MATERIALS OF VOCATIONAL COUNSELLING

SUPPLEMENT

Introduction to Instructor:

The first two stages of the progression for the making and implementing of occupational plans and decisions, as identified in the course on "Methods and Materials of Vocational Counselling", can be accomplished using systems and tools other than those covered in the main body of the course. Two systems, CHOICES and Creating a Career, provide means by which clients or students can fulfill both stages - identifying possibly suitable occupations through self-assessment and exploring occupational alternatives in detail. In addition, Creating A Career has a second, independently-usable section that covers the fourth stage of the progression - the development of effective job search skills.

Units on CHOICES and Creating A Career are being included in the form of a supplement to the Instructional Manual for the course on Methods and Materials. These programs are alternatives to the others covered in the course and, because they accomplish the same ends by different means, they are better-suited for some clients and situations. Creating A Career is designed primarily for classroom use with secondary school students; CHOICES is a computerized system and it can be used by clients who prefer that mode of occupational exploration, in which the computer performs various, otherwise potentially time-consuming operations for the user at the touch of a button.

The exercises on CHOICES and Creating A Career are intended to familiarize those who take the course on Methods and Materials with two programs that achieve purposes parallel to those already covered. In the case of CHOICES, most of the technical and administrative details are not included in the scope of the exercises; students who will be making regular use of CHOICES with clients should take additional training on those aspects.

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SECTION V: CHOICES

Description: CHOICES is a computerized system for helping users to relate self-knowledge to the world of work. Clients' characteristics, likes and dislikes are matched with occupations; information about occupations can be accessed in a variety of ways that are otherwise very tedious and time-consuming; and information about post-secondary education and training institutions and programs can be accessed. Because CHOICES is computerized, it performs various sophisticated operations and data manipulations (e.g. searches, comparisons) in a matter of seconds.

Make-up of CHOICES: CHOICES has six components as follows:

1. CHOICES Travel Guide - a worksheet completed by clients in preparation for their interactions with the computer; here they record their choices of factors to describe themselves and the kinds of work they'd like, the routes they wish to follow in using the system's store of information, and the order of importance to them of different topics and factors.
2. A Handbook of CHOICES - a booklet that explains CHOICES, its purposes and the ways in which it can be used by clients and helps clients to make decisions about factors that are important to them in their future work and that accurately describe them and their needs. This Handbook is very readable and entertaining for easy use.
3. The Terminal - a keyboard by means of which clients converse with the computer to find occupations that meet their requirements and to gather occupational information. The terminal provides clients with a permanent record of their conversations in the form of a print-out.
4. CHOICES Counsellor's Manual - a reference book that provides counsellors with information about the contents and structure of CHOICES: topics and factors; the routes by which information can be accessed, their computer logic, how to use them, appropriate users for each and appropriate counselling tips; how to converse with CHOICES; counselling with CHOICES, including sample interviews; follow-up strategies; assorted practical considerations in implementing CHOICES; and technical procedures.
5. CHOICES Master List of Occupations - a booklet that lists the 1000 primary occupations in CHOICES in numerical order of their occupation codes and in alphabetical order of their titles. These lists allow clients to match occupation titles with their codes, which are required to communicate with the computer about particular occupations, and to find CHOICES occupations that are of the same general kind as others (i.e. same CCDO Major Group).

6. CHOICES Master List of Factors - a listing of the 1000 CHOICES primary occupations, showing a coded profile for each according to the topics and factors used in CHOICES (except Work Summaries, Similar Occupations and Key Tasks). Clients can use these tables to compare their own profiles with those of given CHOICES occupations and to find specific information about given occupations without using the terminal - this saves terminal time and is a faster way of finding certain kinds of information.

How CHOICES Works:

Once the counsellor has determined that the client can benefit from CHOICES, s/he introduces the system and shows the client how to prepare for an interaction with the computer terminal. This preparation consists of completing the CHOICES Travel Guide in order to identify the occupational factors that are important to the client and describe the client and his/her needs accurately; this includes indicating, for each of fifteen topics, the factors that are "musts", those that the client prefers, those that must be avoided and those that the client would prefer to avoid. On the Travel Guide, the client also indicates the route(s) that s/he wishes to use in accessing CHOICES, any occupations in which s/he already is interested and the order in which s/he wishes to examine the various occupational topics according to their relative importance to him/her. The completion of the Travel Guide is done with the help of the Handbook of CHOICES, which explains the routes, topics and factors so that the client can make decisions about them.

When completing the Travel Guide, clients choose and make decisions about factors in the following topics: Interests, Aptitudes, Temperaments, Education Level, Environmental Conditions, Future Outlook, Earnings, Hours of Work/Travel, Physical Demands, Physical Activities, Inside/Outside Considerations, Occupational Fields, Training Required, Summary of Work and Similar Occupations. They also decide which of the following routes they wish to use at the terminal: Explore (finding occupations that fit the client's factor choices), Specific (finding information about specific occupations according to selected topics), Compare (simultaneously comparing two or three occupations according to selected topics) and Related (finding occupations that are related to ones already chosen according to selected topics). See "A Handbook of CHOICES" and the "CHOICES Counsellor's Manual" for detailed explanations of the routes, topics and factors that are used in CHOICES.

After completing the Travel Guide, the client goes over his/her objectives and self-assessment with the counsellor. Choices of topics and factors are clarified and confirmed; contradictory factor choices are identified and, if appropriate, altered; the client's priorization of topics is checked; and the client is prepared for what s/he will encounter when using the terminal.

The client is then shown how to use the terminal. Following instructions given by the terminal, the client accesses information according to the decisions and plans that s/he made when completing the Travel Guide. This is done by answering questions that usually call for a YES-NO answer or choices from among numbered alternatives. The computer provides occupational information according to the client's responses and the route(s) being used.

After the client has finished using the terminal, another discussion between him/her and the counsellor takes place to examine the client's print-out, draw conclusions and formulate follow-up plans.

(The above description of how CHOICES works refers to the Occupations File, in which one accesses data on occupations. A similar process applies to the Institutions File - to be made available later than the Occupations File - in which one accesses information about post-secondary education and training institutions and programs, instead of about occupations.)

Purpose and Role of CHOICES in the Career Counselling Progression:

CHOICES fulfills the first two stages of the counselling progression: (a) self-assessment and identification of possibly suitable occupations, and (b) exploring occupational alternatives in order to make decisions and plans about occupations. The self-assessment is done by completing the Travel Guide in preparation for using the Occupations File. The identification of possibly suitable occupations is accomplished by means of the Explore Route (Occupations File). Once the user has some occupational possibilities, others can be found through the Related Route and the Similar Occupations Topic of the Compare Route, but these are likely to be suitable for the user only in very limited respects and they require extensive additional exploration. The exploration of occupational alternatives is carried out, at least in part, through the Specific, Compare and Related Routes of the Occupations File. The Institutions File also can be used as part of that exploration, but it is more important when making plans about education and training to implement an occupational decision that has already been made. Thus, CHOICES prepares users for the third stage of the progression, employability assessment, and the fourth stage, job search.

Note that it is possible for users to fulfill only the second stage of the progression using CHOICES if they come to the system with some occupational alternatives in mind. Furthermore, other sources (e.g. Careers Canada, CCDO, etc.) can be used to supplement CHOICES in fulfilling the second stage.

Instructional Plan:

NOTE: Unless you can obtain access to a terminal for about every four students, it is recommended that the class be divided into sections for exercises on CHOICES. One section should cover the CHOICES unit while the other(s) covers different material. If you create only two sections, it is recommended that the CHOICES unit should be given simultaneously with the one on Creating A Career; one section will cover CHOICES while the other covers Creating A Career, and then the first one will cover Creating A Career while the second one completes the CHOICES unit. In this way, the four stages of the career counselling progression are established before CHOICES and Creating A Career, which combine stages, are examined. An alternative is to begin the CHOICES unit with the first group after the completion of Section II of this course so that at least the two stages that CHOICES covers have been established; this second alternative will be necessary if you have to create more than two groups. (See "Note on the CHOICES Unit" in the Introduction to this manual.)

A. Unit Objective: To identify and explore occupational alternatives using a computerized system and to use such a system with clients.

__Exercises__:

1. To outline the purpose of CHOICES and how it works.
2. To identify occupational alternatives using CHOICES.
3. To explore occupational alternatives using the Specific, Compare and Related Routes of the CHOICES Occupations File.
4. To explore education and training alternatives using the CHOICES Institutions File.
5. To identify strategies and issues that are important when using CHOICES with clients.
6. To use CHOICES with a client in order to identify and explore occupational alternatives.

B. __Preparation__: Without any preparation, try out the CHOICES system, yourself, to gain an initial orientation to what it can do. Try each of the available routes. Arrange to have a counsellor or another instructor who is experienced in the use of CHOICES on hand to help you and to "show you the ropes".

The purpose of this first practice use of the terminal is to get an initial feel for the system and to discover through hands-on use the importance of careful preparation before coming to the terminal.

Complete the CHOICES Travel Guide, using the Handbook of CHOICES to help you make decisions and selections with regard to topics and factors. Use the terminal once again in accordance with the decisions and plans you made while completing the Travel Guide. Try all available routes. Review your print-out with the counsellor or instructor who has CHOICES experience.

Examine the CHOICES Master List of Occupations to see what information it contains and how it can be used. You should have an opportunity to do this while using the terminal. Practise looking up a few occupations in the CHOICES Master List of Factors according to the instructions provided.

Read the CHOICES Counsellor's Manual and the background material contained in this unit. Note that while Chapter VIII and part of Chapter III are outside the scope of this course, they contain information that you will need in order to teach this unit with the use of terminals. Arrange to have access to a terminal so that you can try out these techniques and conversational procedures.

Prepare a tape of the three interviews, representing the three steps of the CHOICES counselling process, that are found in Chapter V of the Counsellor's Manual.

Arrange to have access to terminals so that students can obtain hands-on experience with them. One for every four students is a comfortable ratio, but fewer students per terminal will allow each to have especially thorough and useful practice sessions with CHOICES. It may be necessary to schedule student access to terminals outside of normal class hours so that each will have an adequate opportunity to use one, but you can ease this situation through the division of the class into sections, as described above. Most of the exercises in this unit call for the use of terminals; thus, adequate availability of terminals is essential.

Make sure that you or another person with CHOICES experience is on hand when students are practising at a terminal. Invite qualified CEC or school guidance counsellors to assist you, especially in Exercise 6, where they will be needed to help students through the counselling process with actual clients. The experienced counsellors also can help out in discussions by contributing from their own perspectives on the system and its use.

For Exercise 6, arrange to have actual volunteer clients on hand. There should be one client for every three students. High school students, who are interested in exploring occupational possibilities, have proven to be good volunteer clients for this kind of exercise in the past.

C. Materials Required: A complete set of the following CHOICES components for each student:
 - Counsellor's Manual;
 - Travel Guide;
 - Handbook of CHOICES.

A CHOICES Master List of Factors for each student;

A CHOICES Master List of Occupations at each terminal;

A CHOICES Work Values Card Deck;

A CHOICES terminal for every four students or one terminal scheduled for use by groups of four students at different times (see "Preparation" above);

Flip-chart;

Paper and pencils;

Overhead projector;

Overhead transparencies of:
- the structure of the CHOICES system;
- a sample section from the Travel Guide;
- the topics in the Institutions File;
- the CHOICES 3-Step Counselling Process.

(Printed versions of these transparencies are provided in this manual.)

CHOICES sound-slide show (projector, slide tray, slides, cassette, cassette tape recorder with synchronizing device);

Extra Travel Guides and Handbooks for volunteer clients;

Tape recorder and tape of the three interviews from Chapter V of the CHOICES Counsellor's Manual.

CHOICES - BACKGROUND

The development of CHOICES was carried out by the Occupational and Career Analysis and Development Branch of the Canada Employment and Immigration Commission. Work started in early 1976 and, by October 1977, the system was ready to be piloted.

The first pilot took place in British Columbia and consisted of fifteen terminals. These terminals were distributed in a way that would permit the system to be tried in a variety of settings and with several kinds of users. Sites included Canada Manpower Centres, Youth Employment Centres, Career Action for Youth Centres, community colleges and secondary schools. An additional four terminals were located in Alberta Career Centres, the Edmonton Canada Manpower Centre and the Calgary Youth Employment Centre.

In February 1978, four terminals went into operation in New Brunswick, including the first one to try out the system in French. A further eleven terminals were established in Ontario in March 1978. Meanwhile, the pilot sites in the West were phased out, except for the Career Action for Youth Centre in Vancouver.

In May 1978, counsellors who had worked with CHOICES in the pilots were debriefed concerning their experiences using the system with clients. From these sessions, refinements and additions to the system were generated. CHOICES was not operational between May 1978 and April 1979, while these improvements were being incorporated.

The revised system was inaugurated on April 1, 1979 with a network of fifty terminals across Canada. At the same time, plans were under way to expand the network. Refinements continued to be built into the system in response to the needs and suggestions of counsellors in the field. The incorporation of such modifications and additions is an on-going process.

CHOICES DATA BASE

The data base in CHOICES was obtained from the following sources:

Occupations File:

The Global Data (interests, aptitudes, temperaments, environmental conditions, physical demands, physical activities, inside-outside factors, occupational fields, summary of work, similar occupations) were based on ratings in the Canadian Classification and Dictionary of Occupations (CCDO). New ratings were done especially for CHOICES for interests, aptitudes and temperaments, which are not shown in the CCDO at the 7-digit individual occupation level.

The Sub-global Data (education levels, earnings, future outlook, training required), which vary from province to province, were based on research carried out for the Careers Provinces series. For 450 occupations that were not in the Careers Provinces series, research was carried out, using sources such as the CCDO, Labour Canada, Unemployment Insurance labour market surveys, Statistics Canada, FOIL and COFOR.

Institutions File:

Both programme and institutional data were obtained by means of a special survey of approximately 800 post-secondary institutions. This information will be kept up-to-date by the institutions, which will simply make modifications to annual summaries of the information on file about them and their programmes.

CHOICES

1. The Need for CHOICES

Each year, over half a million youth entering the labour force come to Canada Employment Centres seeking employment, training, counselling and labour market information. Many are adolescent drop-outs without career plans, concrete goals, or much understanding of the world of work. Steadily rising female participation rates result in large numbers of women re-entering the labour force after extended periods of absence, frequently uncertain about appropriate training and new careers. These groups and others, who must make mid-career changes because their present skills are surplus to requirements, are prime users of federal training resources. While some have well developed plans, a very large number - at least a quarter of a million each year - do not. Of necessity, many tend to become the wanderers and flounderers of the labour market, sampling training courses and jobs until they find a niche.

This process is costly and wasteful. Quite aside from the individual problems and dissatisfaction resulting, the process results in unnecessary turnover and job-hopping, wastage of public and private training funds through multiple courses and drop-outs, and is a significant contributor to Canada's high level of frictional unemployment amongst the many who are not career-established. Research in Germany, the United States and Canada has shown that the development of the labour market goals can be achieved either through a considerable process of trial and error or through the provision of detailed occupational information and counselling, adequately tailored to the individual needs.

The benefits of provision of such information and counselling have long been realized. Canada, through the CEIC, has been a leader in the development of occupational information. Over the past twelve years, the Commission has been developing occupational classification and vocational information systems and materials, including the Canadian Classification and Dictionary of Occupations, labour market forecasts, wage rate data, occupational analyses and the Careers Canada and Careers Provinces series.

The result has been the accumulation of masses of occupational and labour market information. With this major development nearly completed, the problem has largely shifted from the accumulation of information to its effective delivery to individuals.

In 1975, the Commission commenced an international search for an appropriate delivery vehicle. A major study of existing developments and prototypes showed one of the more effective vehicles is a computer terminal, easily useable by clients, which could sort immense amounts of information, present the portions pertinent to each individual, structure their exploration of alternative occupations and provide them immediately with a resulting list of possible occupations. The system developed, called CHOICES, is uniquely Canadian, well within the limits of technology, but perceived to be in advance of existing computer-based occupational information systems in the United States and elsewhere.

2. CHOICES: What it is and how it works

CHOICES is an interactive computerized career information system which provides immediate answers, in the format of a personalized conversation, to a wide range of questions regarding the labour market.

The CHOICES Occupations File contains extensive information on over 1000 occupations based on data collected for the Careers Provinces series of occupational monographs. Topics include descriptions of work performed, interests, aptitudes, physical demands, physical activities, temperaments, data-people-things relationships, educational and training requirements, environmental conditions, earnings, future outlook and hours of work. There is a separate occupational data file for each province and territory. The occupations covered in CHOICES have been chosen to represent the work of about 90% of the labour force.

The Institutions File when completed will provide information on all Canadian universities, colleges, technical institutes and vocational/trade schools, as well as CMTP and apprenticeship programmes. These data can be explored via a variety of routes including name, size and location of the institution, programmes offered, admission requirements, success rates, tuition, availability of financial aid, language of instruction and telephone numbers for further information.

The individual sits at a simple typewriter-like terminal and reviews possibilities by responding to simple questions respecting his/her situation, education, income desires, interests, aptitudes, etc. The sorting progressively reduces the number of occupational possibilities, producing a list of occupational proposals for consideration. The flexible programming permits alteration of responses - if, for instance, unrealistic income expectations reduce possibilities drastically, the individual can alter requirements and set more realistic goals. The computer provides a full printed description of the occupations selected for consideration.

The EXPLORE feature of CHOICES allows people to express their needs in terms such as the following: "I'm not sure what occupations or training pattern most suits my needs, but I want to work in a job paying at least $15,000, requiring not more than grade 11 education, where the work is indoors in a dust-free environment (I have asthma), and I don't have to stand for long periods (I have varicose veins), where I can communicate intensively with people, take advantage of my above-average numerical and verbal skills and avoid shift work and travelling. If training is required, I would prefer it to be in French, to last not more than 6 months, to cost not more than $200, and to be part-time so I can work during the days. Also it has to be something I can enter with my 58% average from grade 11, bearing in mind that I failed biology and history. What occupations might I consider and where might I receive suitable training?"

The career search parameters expressed by this client could require countless hours of research by a counsellor in order to provide complete answers. CHOICES provides answers to these, and a wide range of additional questions, in a few minutes of conversation between the computer and this client, while the counsellor is working with another client.

The system has been designed to be entirely user-operable. Users who know nothing about computers can approach a CHOICES terminal and, within moments, be engaged comfortably, unassisted, in a direct conversation, in English or French, with the computer in exploring their career options.

In addition to the EXPLORE feature in both the Occupations and Institutions Files, there are SPECIFIC INFORMATION, COMPARE, RELATED, and WHY NOT? features. The first three of these allow users to obtain whatever information they wish on any occupation, institution or training programme, to compare several occupations or institutions simultaneously, and to find all occupations or institutions related to a given occupation or institution on parameters selected by the client. If the computer does not recommend an occupation, institution or programme which the user had been considering prior to the interaction, the WHY NOT? feature will explain why it was excluded. (Perhaps the user wants too much money, has insufficient education, etc.).

3. The Impact of CHOICES

Over half of the nearly 500,000 young people who leave school each year in Canada have either made no decision at all about the type of work they want to do, or have chosen inappropriately. This indecision significantly contributes to the early labour force instability of this large group of people and is costly in several respects. The majority of them switch from one job to another for their first few years in the labour market, in an effort to find the "right" job. Before many find this "right" job they become trapped, usually because of domestic and financial responsibilities, in work with which they are not particularly satisfied. This may well adversely affect their productivity.

This "job-hopping syndrome" can be costly, not only to the individual, but to society in general. Employers are less inclined to hire young people because they frequently incur substantial training costs only to find that, shortly after these people have been trained to a productive level, they quit to try to find a "better" job. Between each of their relatively short periods of employment, these people are usually obtaining unemployment insurance benefits and registering for placement assistance with Canada Employment Centres. An option available is training assistance, but without clear long-range career goals, monies invested in training them is frequently wasted. Many drop out of training programmes because they enter them aimlessly without a well thought-out career plan.

Though problems related to career floundering are serious for young people, they are not unique to the youth segment of our population. Many people who have had experience in the labour force, often of long duration, have never reached any firm decisions on the type of work they would most like to be doing, and, therefore, either continue to shift from job to job, or endure dissatisfaction which one might expect to affect their productivity adversely. In addition, women returning to the labour force after several years absence while they raised children, people displaced by lay-offs or the introduction of new labour saving technologies, and others, in many cases require extensive assistance in deciding where they may best fit in the labour force.

Many people, if not most, do not know how to systematically make effective decisions regarding their careers, and they do not have access to sufficiently good information upon which to base their decisions. However, hundreds of thousands of these people come to CEC's each year for just such assistance. Moreover, they can't be expected to know everything about thousands of occupations and education and training options available in Canada, nor can CEIC counsellors. CHOICES provides this automated library, and with it innovative ways of accessing its stored information which are not possible in normal print or other media materials. In less than a second, CHOICES can tell a client how many Ontario occupations will pay $15,000 per year while not requiring more than grade 11 education. In less than a second, it can search a file of over 45,000 programme offerings to identify those offered in French with tuition not exceeding $200 with training in Ontario, Quebec or Manitoba. No counsellor or client alone can do this. CHOICES efficiently handles data storage and retrieval, leaving counsellors substantially more time to do actual counselling, without increasing their workloads.

4. Counselling With CHOICES

It is important to realize that, while CHOICES can remember and produce more occupational information than any human can, the regurgitating of data is not counselling. The counsellor provides the human element which is invaluable to the client in assessing alternatives and making career decisions.

In effect, CHOICES is a three-step counselling process:

i. Pre-interaction

Clients who may be expected to benefit from an interaction with CHOICES will be given a preliminary briefing of a half-hour or less by an employment counsellor, individually or in a group. The counsellor explains what the client has to know about himself in order to talk to the computer. Each client is then given a CHOICES Travel Guide. Working on his own time, the client plots his individual profile of interests, aptitudes, education and other factors, with the help of a simple Handbook. With this profile completed, he can sit down at the computer terminal and begin his "conversation".

ii. At the terminal

A clerk or counselling assistant can teach a client the mechanical features necessary to converse with CHOICES in a few minutes. Apart from typing his own first name, a client has to type only numbers, or Y for "yes" and N for "no". CHOICES addresses him by name, welcomes him to the system and asks him closed questions or gives him choices of next steps for which he types only a number in reply. An employment counsellor is normally not needed to help a client at the terminal.

iii. Post-interaction

At the end of his time at the terminal, the client takes his computer print-out of the interaction to the employment counsellor. The counsellor has to check the print-out, discuss its message with the client, ensure that the client understands the implications of the computer's message, and help the client make a plan of action on what to do next. A new feature of CHOICES, now being developed, is a summary print-out which will enable a counsellor to spot the key points of the conversation immediately, thus enabling him to give the client the personal counselling he needs for his particular situation without having to read through the entire print-out.

The combination of good counselling and a sophisticated information search and retrieval is an effective counselling approach. The computer makes up for human limitations in knowing and keeping in mind a vast quantity of occupational information, while the counsellor compensates for the computer's inability to feel, understand, innovate and interpret. And, as one counsellor has remarked about CHOICES:

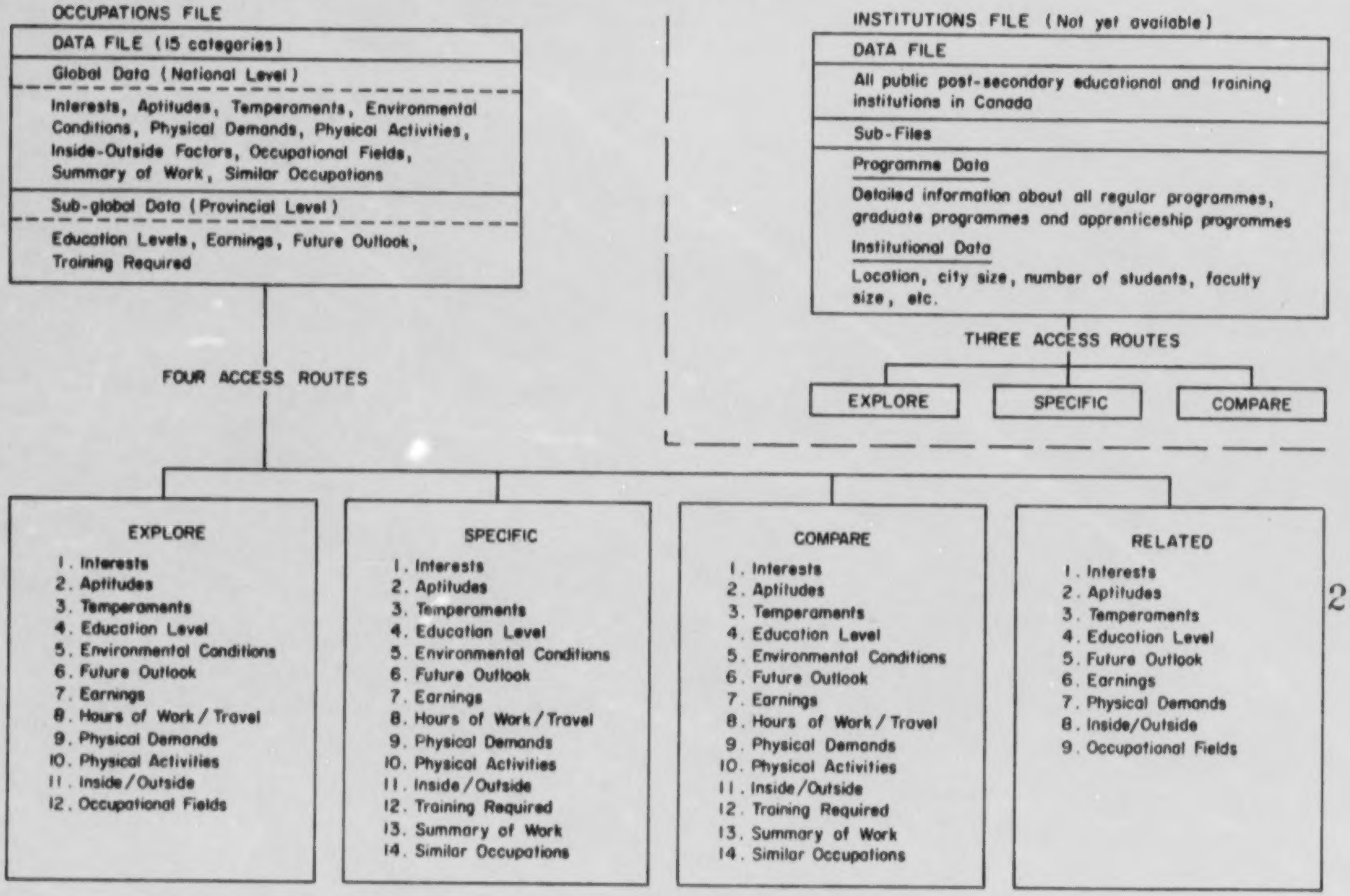
> CHOICES is a very valuable tool, but it should be used with care. Your decision to make pre- and post-counselling a prerequisite to the use of the system is very wise. For the student, the machine can be authoritarian because it asks questions and it gives the impression of sureness -- the answers are immediate and "right".

Indeed, CHOICES is not always "right". A computer's responses can never be more accurate than the information it is given by users. CHOICES is unlikely to suggest suitable occupations if the client gives it inaccurate interest preferences or aptitude estimates. Yet, users may regard the system's suggestions of occupations as valid, even when they are not. Because the computer accepts everything it is given without question, the role of the counsellor is vital in helping the client to determine accurately his/her talents and work needs; decide upon a suitable strategy for using the computer; evaluate the computer's responses; and plan future action.

5. The Institutions File

The second CHOICES file, Institutions, is to be added to the system, starting in the Spring of 1981. It will enable users to gain rapid access to data on education/training programs at hundreds of Canadian post-secondary institutions. The data will include programs offered, admission requirements, tuition and other fees, durations, starting dates, qualifications awarded and information about the institutions (e.g. cost and availability of housing, financial aid, etc.). Using the Institutions File, the client will be able to instantly get a list of the institutions/programs that meet criteria or characteristics that s/he has chosen. For example, if a client is looking for a business administration program that leads to a diploma after two years and that will cost no more than $500 a year in tuition and $100 a month in rent, the Institutions File will list all the suitable institutions in Canada. In this way, the client will be able to explore alternative ways of meeting education and training needs with the same ease s/he encounters when using the Occupations File. In order to enable clients to transfer easily between the Occupations and Institutions Files, there will be a linkage component. Thus, when CHOICES suggests an occupation, it also will be able to list appropriate training programs and where they are offered.

STRUCTURE OF THE CHOICES SYSTEM



OCCUPATIONS FILE

DATA FILE (15 categories)

Global Data (National Level)

Interests, Aptitudes, Temperaments, Environmental Conditions, Physical Demands, Physical Activities, Inside-Outside Factors, Occupational Fields, Summary of Work, Similar Occupations

Sub-global Data (Provincial Level)

Education Levels, Earnings, Future Outlook, Training Required

FOUR ACCESS ROUTES

INSTITUTIONS FILE (Not yet available)

DATA FILE

All public post-secondary educational and training institutions in Canada

Sub-Files

Programme Data

Detailed information about all regular programmes, graduate programmes and apprenticeship programmes

Institutional Data

Location, city size, number of students, faculty size, etc.

THREE ACCESS ROUTES

EXPLORE

SPECIFIC

COMPARE

EXPLORE

1. Interests
2. Aptitudes
3. Temperaments
4. Education Level
5. Environmental Conditions
6. Future Outlook
7. Earnings
8. Hours of Work / Travel
9. Physical Demands
10. Physical Activities
11. Inside / Outside
12. Occupational Fields

SPECIFIC

1. Interests
2. Aptitudes
3. Temperaments
4. Education Level
5. Environmental Conditions
6. Future Outlook
7. Earnings
8. Hours of Work / Travel
9. Physical Demands
10. Physical Activities
11. Inside / Outside
12. Training Required
13. Summary of Work
14. Similar Occupations

COMPARE

1. Interests
2. Aptitudes
3. Temperaments
4. Education Level
5. Environmental Conditions
6. Future Outlook
7. Earnings
8. Hours of Work / Travel
9. Physical Demands
10. Physical Activities
11. Inside / Outside
12. Training Required
13. Summary of Work
14. Similar Occupations

RELATED

1. Interests
2. Aptitudes
3. Temperaments
4. Education Level
5. Future Outlook
6. Earnings
7. Physical Demands
8. Inside/Outside
9. Occupational Fields

SAMPLE SECTION FROM CHOICES TRAVEL GUIDE

INTERESTS

This doesn't matter to me

or

I must have: ______________

I would like: ______________

____

I refuse to have: ______________

I prefer to avoid: ______________

Topics in the CHOICES Institutions File

Institution-specific Topics:

Category of institution

Location of institution

Categories of students admitted

City size

Library facilities

Student enrollment statistics

Faculty size

Housing availability and costs

Student financial aid

Contacts for further information

Program-specific Topics:

All programs offered (e.g. regular, part-time, cooperative, apprenticeship, graduate, continuing education)

Language(s) of instruction

Number of applicants per year, number accepted, number completing the program or the first academic year)

Qualifications awarded

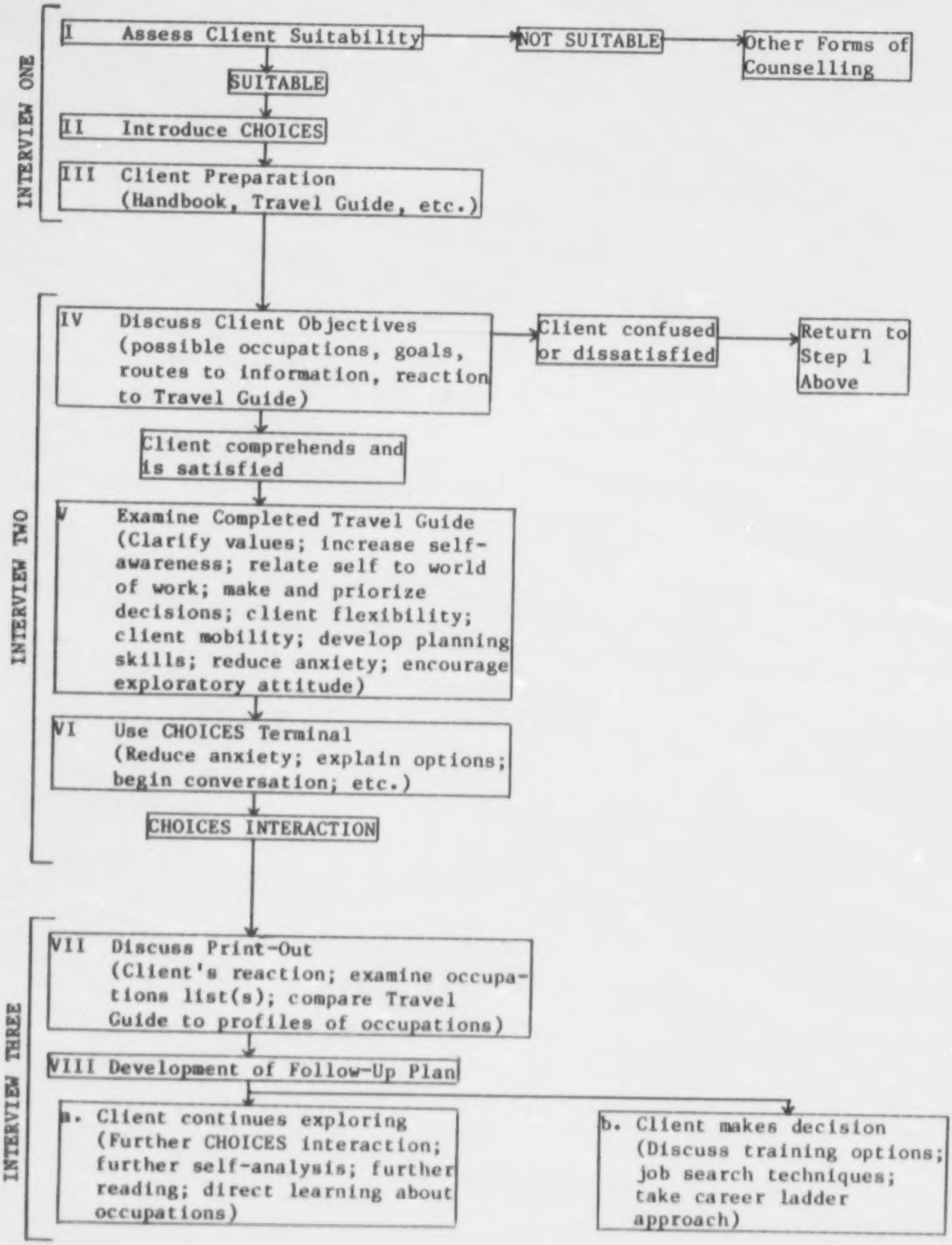
Session start dates

Application deadlines

Tuition and compulsory fees

Admissions requirements

CHOICES THREE-STEP COUNSELLING PROCESS OVERVIEW


INTERVIEW ONE
I Assess Client Suitability
NOT SUITABLE
Other Forms of Counselling
SUITABLE
II Introduce CHOICES
III Client Preparation (Handbook, Travel Guide, etc.)
INTERVIEW TWO
IV Discuss Client Objectives (possible occupations, goals, routes to information, reaction to Travel Guide)
Client confused or dissatisfied
Return to Step 1 Above
Client comprehends and is satisfied
V Examine Completed Travel Guide (Clarify values; increase self-awareness; relate self to world of work; make and priorize decisions; client flexibility; client mobility; develop planning skills; reduce anxiety; encourage exploratory attitude)
VI Use CHOICES Terminal (Reduce anxiety; explain options; begin conversation; etc.)
CHOICES INTERACTION
INTERVIEW THREE
VII Discuss Print-Out (Client's reaction; examine occupations list(s); compare Travel Guide to profiles of occupations)
VIII Development of Follow-Up Plan
a. Client continues exploring (Further CHOICES interaction; further self-analysis; further reading; direct learning about occupations)
b. Client makes decision (Discuss training options; job search techniques; take career ladder approach)

D. Practice and Application:

Exercise 1:

Objective: To outline the purpose of CHOICES and how it works.

Materials Required:

1. CHOICES terminal(s);
2. CHOICES sound-slide show;
3. Overhead projector;
4. Overhead transparencies of:

   - the structure of the CHOICES system;
   - a sample section from the Travel Guide;

5. Handbook of CHOICES;
6. CHOICES Travel Guide;
7. CHOICES Work Values Card Deck;
8. Flip-chart;
9. Paper and pencils
10. CHOICES Master List of Occupations

Instructions:

1. Write the objective on the flip-chart. Introduce CHOICES to students as a system that covers the first two stages of the career counselling progression that was traced earlier in this course: identifying possibly suitable occupations and exploring occupational alternatives. Explain that CHOICES helps clients to match characteristics that they have chosen to describe themselves and the kinds of work they want with occupations that fit those characteristics. It also enables clients to access information about occupations in which they are interested. Mention that a separate capability allows clients to access information on post-secondary educations and training institutions and programs. Because CHOICES is computerized, the information that it contains can be accessed rapidly and in a variety of ways; for example, clients can find occupations that fit chosen characteristics, access specific information about given occupations, compare occupations in various respects and discover ocupations that are related to others with respect to selected topics. Information about post-secondary institutions and programs can be accessed in similar ways.

2. Explain to students the background of the development of CHOICES. Then, have a screening of the CHOICES sound-slide show. Discuss any questions that may arise. Outline for students the sequence and content of the exercises in this unit. If you intend to include Exercise 6, stress that it will involve counselling actual clients who are interested in vocational exploration and planning. The intervening exercises thus will prepare students for the "real thing", the awareness of which should increase students' motivation in completing this, in some ways complex, unit.

3. Using the overhead projector and the transparency of the structure of the CHOICES system, demonstrate to students how CHOICES is organized. Point out that there are two files, Occupations and Institutions. Mention that the data base for the Occupations File consists primarily of CCDO ratings and Careers Provinces information, but that certain information (e.g. aptitudes ratings and additional interests and temperaments ratings for 7-digit individual occupations - rather than 4-digit Unit Groups) was compiled especially for CHOICES. Briefly summarize the four access routes in the Occupations File (Explore, Specific, Compare and Related). Point out the 15 categories or topics of occupational information that are available in the Occupations File, but that not all are available in each route. Point out, as well, that these topics include both "Global Data", which is the same for a given occupation in any part of Canada, and "Sub-global Data", which varies for a given occupation from province to province. CHOICES has sub-global data for each province. Finally, explain that the CHOICES Occupations File contains information on more than 1000 primary occupations and that over 3000 additional occupations are listed as "similar" to various primary ones.

4. Explain to students that you will be asking them to have a preliminary try-out of the system at a terminal. In preparation for this, explain that conversing with CHOICES is straight-forward: for the most part, one is asked to respond to questions by typing in "Y" for "YES", "N" for "NO" or one or more numbers corresponding to alternatives listed by the computer. Mention that the language of conversation can be changed at any time by typing in LANG=E (English) or LANG=F (French) and that the province being referred to can be changed at any time by typing in PROV=NN, where NN represents the number of the province as listed by the computer near the beginning of the conversation. Point out that when more than one answer is to be typed in, a comma must be placed after the number for each one (e.g. 1, 3, 5). Point out, as well, that in the Explore Route of the Occupations File, the computer will indicate after each response the total number of occupations in the system, the number of occupations that remained after the previous response and the number of occupations that fit all responses so far after the newest response (TOTAL: 1027 PREVIOUS: 118 NOW: 23). Explain that the RETURN key must be pressed after completing a response before the computer will react. Write examples of these points on the flip-chart as you explain them. Mention that, if a response is typed in improperly, the computer will ask the user to try again. Answer any questions that may arise about conversing with CHOICES.

5. Divide the class into groups of four students. Ask each group to try out CHOICES at a terminal. (You, or another instructor or counsellor with CHOICES experience, should be on hand to answer any questions or deal with any problems.) Explain that the purpose of this activity is to get a feel for what it is

like to use the terminal and that students will get another opportunity to use it to better advantage later. Suggest that one of the routes that students should try is Explore in the Occupations File. Make sure that the whole group looks on as students take turns operating the terminal; they can then discuss among themselves what they see and even make choices and decisions in response to questions as a group. Encourage students to make use of options such as "SEE WHICH OCCUPATIONS REMAIN", "FIND OUT WHY AN OCCUPATION ISN'T LISTED", "CHANGE YOUR LAST ANSWER" and "CHANGE A PREVIOUS ANSWER" to see what happens.

6. When students have had sufficient opportunity to try out the terminal, ask for their reactions. Two likely reactions are that some seemingly inappropriate occupations appeared on lists that the terminal printed out; and that it is quite easy to end up with no suitable occupations left. Discuss these problems with students. Point out that the computer only gives results as good as the input that it is given; the occupations that it lists in the Explore Route are all those in the system that fit the topics and factors typed in by the user. Explain that the computer takes the topics and factors chosen in combination so that it eliminates all occupations that do not fit all the information that has been typed in; the result is that one can very quickly "zero out", especially if more than just a few Interests and Temperaments factors have been typed in. Discuss any other questions that arise.

7. Ask students to indicate what their initial experience at the terminal suggests about how it should be used. Discuss what students bring up. Two points that should be mentioned are that it is important to prepare carefully for interactions with the terminal; and that one's choices of factors and topics should be priorized carefully to reduce the likelihood of "zeroing out". These points can be discussed in the context of the need for clearly worked-out self-knowledge before attempting to find possibly suitable occupations - just as self-knowledge is important as a first step in using the Index to Canadian Occupations and as a prerequisite for the use of the Exploring Occupations Kit in Creating A Career. (Having a clear idea of one's likes, dislikes, abilities and needs before sitting down at the terminal also saves terminal-time.)

8. Conduct a short round of the group use of the CHOICES Work Values Card Deck, as described in its instructions. Point out to students that, while the cards are not essential to the use of CHOICES, they can be a good first step in sorting out and defining what one wants from the world of work - especially useful with clients who have a low level of self-knowledge in that respect (e.g. high school students).

9. Using the overhead projector and the overhead transparency of a sample section from the Travel Guide, demonstrate to students how to complete the CHOICES Travel Guide. Point out that, for each section, one can choose to say that the topic doesn't matter. In addition, point out that some sections call for factors that the client must have or prefers, others call for factors that the client must or prefers to avoid, while still others call for some of each; some sections call for information that is neither positive nor negative (e.g. Aptitudes, Education Level, Similar Occupations). Emphasize that students should try to make choices of factors about which they are sure and/or feel strongly. Suggest that students choose only one or two positive and one or two negative Interests factors and that they should be careful that they do not underestimate their levels in Aptitudes (unlike the ICO, users are asked to rate themselves for all Aptitudes factors or to use a complete set of their GATB scores). Explain that the Travel Guide is filled in while referring to the Handbook of CHOICES, which should be read in its entirety. If expanded explanations of factors are required, the Aid in Using the Occupational Exploration Questionnaire from the ICO and/or the CCDO can be consulted. On the second part of the Travel Guide, students shoud prepare for each of the four routes, even though it is unlikely that a client would use all four in one session at a terminal. Show students the Master List of Occupations and how it can be used to help them fill in the codes for occupations in which they are already interested. Emphasize that students should consider carefully the order of importance to them of the topics in each route, especially Explore and Related, where "zeroing out" is a possibility.

10. In preparation for the next exercise, ask students to complete the Travel Guide and read the Handbook. The next exercise will be on identifying occupational alternatives by means of the Explore Route.

References:

- CHOICES Counsellor's Manual;
- Jarvis, P., "CHOICES: A Proposal for a Computerized Occupational Information System for Career and Employment Counselling". Manpower and Immigration, 1976

Exercise 2:

Objective: To identify occupational alternatives using CHOICES.

Materials Required:

1. CHOICES terminal(s);
2. Completed CHOICES Travel Guides;
3. Handbook of CHOICES;
4. Flip-chart;
5. CHOICES Master List of Occupations;
6. Paper and pencils.

Instructions:

1. Write the objective on the flip-chart. Remind students that this exercise will involve practice with the Explore Route of the Occupations File.

2. Ask students for their reactions to the Travel Guide. Did they have any difficulty understanding the topics or deciding what factors to choose or avoid? Did they have any trouble priorizing the topics? Discuss any comments that arise.

3. Ask students to check their Travel Guides for the following:

   - that they have chosen factors only for the topics that are important to them;
   - that they have carefully distinguished between factors they must have and those they simply prefer and between factors they refuse to have and those they prefer to avoid;
   - that they have left blank the "must have" or "refuse to have" spaces where they only have preferences (i.e. if one simply prefers Temperaments 8 and 10, for example, one should not fill in the "I must have" space simply because it's there);
   - that they are sure of their choices;
   - that they have not underestimated their aptitudes - students should be aware that the lower the rating, the more occupations it is likely to eliminate;
   - that their choices of factors are not contradictory (e.g. Interest 3 - routine, organized, repetitious work-and Temperament 1 - variety of duties), as this will eliminate many occupations and increase the chances of "zeroing out"; (Any student who nevertheless wishes to retain contradictory choices should discuss his/her reasoning with you.)
   - that certain topics (e.g. environmental conditions, future outlook, physical activities) are usually more important as information than as decision-making topics and, thus, should be given high priority only if the student has very strong feelings or needs in regard to them.

Point out that wherever there is any doubt, it is advisable to choose the factors that are the least restrictive in terms of the potential number of occupational alternatives (e.g. "Not sure", the higher of two aptitude levels, the greater of two physical demands). Explain that, although CHOICES eliminates occupations cumulatively on the basis of the combination of topics and factors chosen, in some topics it retains certain occupations that do not fit a given factor exactly, but do not conflict with it (e.g. all occupations with the same or higher earnings range as chosen by the client are retained; all occupations at or below a chosen aptitude level are retained; all occupations at or below a chosen education level are retained.) List the above points on the flip-chart.

4. Point out to students that they do not have to rigidly follow the choices and decisions they made on their Travel Guides rigidly when using the terminal. They can change their minds at any time in response to the information that they receive from the computer; in fact, flexibility is advisable and students should make note of alternatives to try while at the terminal. Furthermore, they do not need to use all the topics that they priorized under Explore on their Travel Guides, depending on the progress of their interactions at the terminal. Emphasize that they can leave topics and come back to them later if they wish to see what happens when they input less vital factors or change answers that they gave earlier. Encourage students to use the "Why Not?" option to see why given occupations do not appear. (Show students the Master List of Occupations and how it can be used to find the codes for occupations in which they are interested.) Mention that they can ask for a list of occupations that remain any time that there are 25 or fewer. List these points on the flip-chart.

5. In groups of four, ask students to conduct their interactions with CHOICES at a terminal, inputting the topics and factors that they noted on their Travel Guides in the order they chose. Remind students of the ways of conversing with CHOICES that were described in the last exercise. Encourage students to discuss what happens as a result of the various choices and decisions that they input as they go along. Because of time limitations, it may be necessary to conduct the interactions as groups, rather than as individuals, the computer addressing the students as "GROUP" and each student taking a turn at operating the terminal.

6. As students complete their interaction(s) with CHOICES, point out to them that a Counsellor Summary of the interaction is printed out automatically after the end of a conversation with CHOICES. Show students that this summary includes all commands that the user gave the computer, such as topics and factors chosen and those chosen but erased or changed, and lists of occupations that the user obtained at any point. Explain that the Counsellor Summary is the counsellor's only record of the interaction - the computer does not retain any of the conversation in its memory. Take this opportunity to demonstrate, as well, the TERSE MODE, explaining that this is a way for counsellors to conduct an interaction with CHOICES to

find information without going through all the scripting, which, for them, is unnecessary after the first interaction or two. Both the Counsellor Summary and the Terse Mode are less bulky and easier for the counsellor to read at a glance than the full print-out of an interaction in the Conversational Mode.

7. After students have finished using the terminal, ask them for their reactions. What difference did they notice in comparison with the preliminary interaction in the last exercise? They will probably mention that they did not "zero-out" and that the occupations that they were given by the computer seemed more appropriate than before. Link these differences with the preparation and priorization of topics that took place by completing the Travel Guide. If "zeroing-out" and inappropriate lists of occupations were still happening, discuss the possible reasons; likely, the topics and factors still were not understood clearly, the priorization of topics was not considered carefully enough, or the choices of factors were unnecessarily restrictive. Were students satisfied with their interactions? Discuss their responses. Could they make occupational decisions on the basis of what they found out? What would they need to do next? Some might want to repeat the Explore Route to find different occupational alternatives by introducing changes to the information they input; others might want to seek information about particular occupations; a few might want to make an occupational decision at this point and go about implementing it, but finding out more first is advisable, since nothing is known at this point about students' occupations with respect to the topics that were not input.

8. Point out to students that the next exercise will involve finding out information about occupational alternatives by using the Specific, Compare and Related Routes of the CHOICES Occupations File. In preparation, ask students to check their Travel Guides for the occupations they wish to investigate and the order in which they want to use topics, especially in the Related Route.

Reference: - CHOICES Counsellor's Manual (esp. Chapters II and III)

Exercise 3:

Objective: To explore occupational alternatives, using the Specific, Compare and Related Routes of the CHOICES Occupations File.

Materials Required:

1. CHOICES terminal(s);
2. Completed CHOICES Travel Guide;
3. CHOICES Master List of Factors;
4. CHOICES Master List of Occupations;
5. Flip-chart;
6. Paper and pencils.

Instructions:

1. Write the objective on the flip-chart. Point out to students that, once one has finished using the Explore Route, or if one already has some occupational alternatives in mind, the next step is to find out information about the occupations in which one is interested. Explain that in CHOICES, this information-gathering can be carried out by means of the Specific, Compare and Related Routes of the Occupations File.

2. Explain that the Specific Route involves obtaining a simple topic-by-topic listing of information for each CHOICES primary occupation in which one is interested. It is somewhat like using Careers Provinces, except that there are more occupations in CHOICES and one can pick and choose the topics one wants. One simply selects the Specific Route, types in the 7-digit code number for the occupation in which one is interested (obtained from the Master List of Occupations if one did not obtain it in the Explore Route) and types in the numbers of as many topics as one wants to use. This process can be followed for as many occupations as one wishes, one at a time. Users can switch provinces to find out whether earnings, future outlook, education level and/or training required are different elsewhere; this is done by typing in PROV NN, where NN represents the number of the new province, and typing in the same occupation code with any or all of the four topics, as if it was a new occupation. Afterwards, the user compares the information received with his/her self-assessment, as recorded on the Travel Guide, to determine the suitability of the occupation(s), keeping in mind that s/he is unlikely to find an occupation that fits perfectly.

3. Explain to students that the Compare Route enables users to obtain information about two or three occupations simultaneously. The information is listed on the printout in columns, making comparisons easy. Users select the Compare Route, type in the 7-digit codes for the occupations that they want to compare (having obtained the codes from the Master List

of Occupations or from the Explore Route), and type in the numbers of the topics with respect to which they wish to compare their chosen occupations. Users can do as many comparisons as they wish, taking occupations two or three at a time. For earnings, future outlook, education level and/or training required, they can compare the same occupation in different provinces, by typing in the occupation code, changing provinces and typing in the same occupation code again - as if the occupation in the new province was a different occupation; the topics are then typed in and the computer lists the information for the occupation for each province. This route can be useful in assessing alternatives against each other and making a firm occupational choice.

4. Point out to students that both Specific and Compare include "Similar Occupations" among their topics. Explain that these are additional occupations that have duties and required training that are similar in some ways to the primary CHOICES occupations.

5. Contrast "Similar Occupations" and the Related Route. While the former deals with occupations that have duties and training that are similar to a given occupation, the latter is a way of finding other primary occupations that are related to a given primary occupation in respect to certain topics other than duties and training. The occupations that one finds through the Related Route are often very much unlike the given occupation in terms of work content, which takes users by surprise and makes this route somewhat difficult to use well. The user selects the Related Route, types in the code of the occupation in which s/he is interested (obtained from the Master List of Occupations or from the Explore Route) and types in the topic(s) for which s/he wants to find related occupations. As in the Explore Route, the computer keeps a running total of the number of occupations not eliminated by the combination of topics input; it will produce a list of those occupations provided that they do not exceed 50. Also as in Explore, there is some possibility of "zeroing-out"; thus, topics should be input in their order of importance and the user can go back and change the topics that s/he has chosen. Note also that the computer searches for occupations that are significantly related, but not necessarily identical, in terms of the topics chosen (see Counsellor's Guide, pp. 39-40).

6. Ask students whether there are any questions about the Specific, Compare and Related Routes. Discuss any that arise.

7. Ask students to practise using the Specific, Compare and Related Routes to find information about occupations. Students should work in groups of four at the terminals. Ask students to discuss what happens as they go along. Each group should choose one occupation to explore using the three routes. Mention that it is easy to skip from one route to another by taking the "USE

A DIFFERENT ROUTE" option; for instance, one might find out about a new occupation under Related, jump to Specific to find out more about it, go to Compare to compare it to other occupations, and then return to Related to find more possibly interesting occupations. (One can jump just as easily to Explore.)

8. When students have finished using the terminal, ask them for their reactions. Were they satisfied with their interactions? Could they make decisions about occupations on the basis of the information they can obtain by using Specific, Compare and Related? Discuss students' comments.

9. Point out to students that there is a quick way of finding information about CHOICES occupations that one may already have in mind without having to use the computer. Demonstrate for students the Master List of Factors. Give them a few minutes to try it out. Point out that the Master List of Factors is an easy way of identifying discrepancies between one's profile and those of occupations.

10. Point out to students that, once one has reached an occupational decision, the next step is to implement that decision by making any preparations that may be needed. The need for those preparations is identified by comparing one's characteristics and qualifications with those required for a given occupation. One kind of preparation that may be needed is education and training. Explain to students that the next exercise will involve the CHOICES Institutions File, a way of finding information about post-secondary education and training institutions and programs.

Reference: - CHOICES Counsellor's Manual (esp. Chapter II)

Note on Exercise 4 (Institutions File):

Exercise 4 is designed for use after the Institutions File becomes operational. Before then, it will not be possible to have students practise hands-on use of the Institutions File. In the meantime, the exercise should be carried out as a demonstration rather than as a hands-on experience. In order for this demonstration to be made, a prepared interaction with CHOICES in the Institutions File has been programmed. A script for this "canned" interaction follows.

To carry out the demonstration, give the same introduction and explanations that are called for in the instructions to Exercise 4, parts 1-5 and 7. Instead of asking students to interact, as called for in 8, demonstrate the prepared CHOICES conversation to groups of 4-5. Type in only the answers that are indicated on the script - the computer will admit that it's been caught "bluffing" if you type in any other responses.

As you demonstrate the prepared conversation, point out where it is important to give responses that are as unrestrictive as possible:

- search with respect to as many provinces and territories as possible;
- search for more than one programme or programme area at a time;
- avoid contradictions such as indicating that one is interested in a baccalaureate degree programme and then typing in that one is prepared to undertake a programme with a duration of only, say, up to six months;
- choose programme durations that are as long as feasible;
- be realistic about the amount of tuition and fees.

Afterwards, lead a discussion of the Institutions File, including students' reactions.

```
FINE...WHICH WOULD YOU PREFER TO DO FIRST?

1.   EXPLORE THIS FILE FOR PROGRAMMES AND INSTITUTIONS WHICH MAY MEET YOUR
     NEEDS?

2.   GET SPECIFIC INFORMATION ON PROGRAMMES OR INSTITUTIONS YOU ALREADY HAVE IN
     MIND.

                                  1

          GEOGRAPHIC PRFERENCES:

          IN WHICH PROVINCE(S) OR TERRITORY(IES) WOULD YOU BE PREPARED TO STUDY
          OR TRAIN? (SELECT AS MANY AS YOU WISH - TYPE A COMMA BETWEEN
          NUMBERS).

 1.  NEWFOUNDLAND          2.  NOVA SCOTIA          3.  PRINCE EDWARD ISLAND
 4.  NEW BRUNSWICK         5.  QUEBEC               6.  ONTARIO
 7.  MANITOBA              8.  SASKATCHEWAN         9.  ALBERTA
10.  BRITISH COLUMBIA     11.  YUKON TERRITORY     12.  NORTHWEST TERRITORIES

          OR              13.  ANY OF THE ABOVE

                                  13

FROM THE LIST ABOVE TYPE IN THE NUMBER OF THE PROVINCE OR TERRITORY WHICH IS
YOUR CURRENT PERMANENT RESIDENCE.  (IF YOUR HOME IS OUTSIDE CANADA, TYPE IN
ONLY THE LETTER F).

                                  F

                         TOTAL          PREVIOUS            NOW
INSTITUTION:               558               558            529
PROGRAMMES:              6,563             6,563          6,521

THE INFORMATION IN THE INSTITUTIONS FILE IS DIVIDED INTO 2 TYPES.  THE FIRST
TYPE DESCRIBES EACH INSTITUTION, SUCH AS ENROLMENT, TYPE OF INSTITUTION,
HOUSING INFORMATION ETC.  THE SECOND TYPE OF INFORMATION CONCERNS ACTUAL
PROGRAMMES OFFERED, AND THEIR ADMISSION REQUIREMENTS, DURATIONS, TUITION COSTS,
ETC.  YOU CAN EXPLORE BOTH TYPES OF INFORMATION, BUT YOU MUST DO THEM ONE AT A
TIME.  WHICH DO YOU WANT TO START WITH _______ ?

1.  INSTITUTIONAL INFORMATION.
2.  PROGRAMME INFORMATION.

                                  2
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IN WHICH OFFICIAL LANGUAGE WOULD YOU PREFER TO STUDY _________?

1.  ENGLISH                          2.  EITHER ENGLISH OR FRENCH
3.  FRENCH                           4.  BOTH ENGLISH AND FRENCH
      5.  NEITHER ENGLISH NOR FRENCH, BUT ANOTHER LANGUAGE

                                  1

NOW LET'S TRY TO FOCUS ON FIELDS OF STUDY OR TRAINING WHICH APPEAL TO YOU
___________       HAVE YOU LOOKED AT THE PROGRAMMES MASTER LIST AND WRITTEN DOWN
THE NUMBERS OF ONE OR MORE PROGRAMME AREAS OR PROGRAMMES WHICH INTEREST YOU?
(Y OR N).

                                  Y

DO YOU HAVE THOSE NUMBERS HANDY NOW?  (Y OR N)

                                  Y

YOU CAN TYPE IN TWO, THREE, OR SIX-DIGIT NUMBERS.  IF YOU ARE QUITE SURE OF THE
EXACT PROGRAMME YOU WANT YOU SHOULD USE ITS SIX-DIGIT CODE NUMBER.  IF YOU ARE
NOT QUITE AS SURE YOU MAY PREFER TO USE THE THREE-DIGIT CODE REPRESENTING A
GROUP OF SIMILAR PROGRAMMES.  IF YOU HAVE ONLY A GENERAL IDEA OF WHAT YOU WANT
USE TWO-DIGIT CODES REPRESENTING BROAD FIELDS OF STUDY OR TRAINING.

PLEASE TYPE IN YOUR NUMBERS NOW VERY CAREFULLY.  DO NOT TYPE IN MORE THAN 5
DIFFERENT CODE NUMBERS.  (IF YOU WISH TO ADD OTHERS YOU WILL BE ABLE TO
SHORTLY).  TYPE THEM IN THE ORDER OF THEIR IMPORTANCE TO YOU, WITH A COMMA
BETWEEN NUMBERS LIKE THIS:  21A010, 31B, 11, 85J200, 51.

                 21L010, 37A080, 37A010, 21L

1.  COMMUNITY AND REGIONAL PLANNING
2.  COMMUNITY RECREATION LEADERSHIP
3.  RECREATION ADMINISTRATION
4.  URBAN, COMMUNITY, REGIONAL STUDIES

.....CORRECT?  (Y OR N)

                                  Y

WOULD YOU LIKE TO ADD ADDITIONAL PROGRAMMES OR PROGRAMME AREAS NOW?  (Y OR N).

                                  N
```

	TOTAL	PREVIOUS	NOW
INSTITUTIONS:	558	529	53
PROGRAMMES:	6,563	6,521	87

WHICH TYPE OF PROGRAMME OF STUDY OR TRAINING WOULD BE MOST SUITABLE FOR YOU ____________ ?

1. REGULAR PROGRAMME
2. APPRENTICESHIP
3. GRADUATE STUDIES

1

	TOTAL	PREVIOUS	NOW
INSTITUTIONS:	558	53	42
PROGRAMMES:	6,563	87	60

OKAY. THERE ARE SEVERAL THINGS YOU CAN SEARCH ON TO LOCATE REGULAR PROGRAMMES MEETING YOUR NEEDS. THEY ARE LISTED BELOW. YOU MAY USE AS MANY AS YOU WISH, IN THE ORDER OF THEIR IMPORTANCE TO YOU. (COMMA BETWEEN NUMBERS).

1. AWARD EARNED
2. DURATION
3. START DATES
4. TUITION AND FEES
5. PATTERNS OF STUDY
6. ADMISSION REQUIREMENTS

1, 2, 4, 6

AWARD:

WHAT TYPE(S) OF AWARD(S) DO YOU WANT _______ ? SELECT THE NUMBER(S) OF ANY WITH WHICH YOU WOULD BE SATISFIED.

1. CERTIFICATE
2. DIPLOMA
3. LICENSE
4. D.E.C.
5. D.E.G.
6. ASSOCIATE DEGREE
7. BACCALAUREATE
8. MASTER'S DEGREE
9. DOCTORATE
10. JOURNEYMAN'S CERTIFICATE
11. HIGH SCHOOL EQUIVALENCE CERTIFICATE
12. I'M NOT SURE. LET'S GO ON.

2, 7

	TOTAL	PREVIOUS	NOW
INSTITUTIONS:	558	42	37
PROGRAMMES:	6,563	60	53

PROGRAMME DURATION:

WHAT LENGTH OF PROGRAMME ARE YOU PREPARED TO UNDERTAKE _________ ? SELECT ONE OF THE FOLLOWING:

1. TWO WEEKS OR LESS
2. UP TO ONE MONTH
3. UP TO THREE MONTHS
4. UP TO SIX MONTHS
5. UP TO ONE YEAR
6. UP TO TWO YEARS
7. UP TO THREE YEARS
8. UP TO FOUR YEARS
9. UP TO FIVE YEARS
10. MORE THAN FIVE YEARS
11. I'M NOT SURE. LET'S GO ON.

8

	TOTAL	PREVIOUS	NOW
INSTITUTIONS:	558	37	37
PROGRAMMES:	6,563	53	53

TUITION AND FEES:

HOW MUCH MONEY ARE YOU PREPARED TO PAY PER ACADEMIC YEAR, OR PER PROGRAMME (FOR PROGRAMMES LASTING LESS THAN 1 YEAR), FOR TUITION, COMPULSORY FEES AND REQUIRED MATERIALS?

1. UP TO $25
2. UP TO $50
3. UP TO $100
4. UP TO $200
5. UP TO $300
6. UP TO $500
7. UP TO $750
8. UP TO $1,000
9. MORE THAN $1,000

$

10. I'M NOT SURE. LET'S GO ON.

8

	TOTAL	PREVIOUS	NOW
INSTITUTIONS:	558	37	35
PROGRAMMES:	6,563	53	51

ADMISSION REQUIREMENTS:

I HAVE INFORMATION ON THREE FACTORS UNDER THE HEADING 'ADMISSIONS' _________ PLEASE TYPE IN THE NUMBERS OF THE ONES WHICH INTEREST YOU, IN THE ORDER OF THEIR IMPORTANCE TO YOU. (COMMA BETWEEN NUMBERS.)

1. REQUIRED ACADEMIC GRADE LEVEL
2. REQUIRED MINIMUM AVERAGE
3. MINIMUM AGE

1, 2, 3

REQUIRED ACADEMIC LEVEL:

FROM THE LIST BELOW PLEASE SELECT THE LEVEL OF EDUCATION YOU EITHER HAVE, OR PLAN TO HAVE, WHEN YOU ENTER YOUR PROGRAMME OF STUDY OR TRAINING. SELECT ONLY ONE. (WARNING: THERE MAY BE PROGRAMMES WHICH ARE IDEALLY SUITED TO YOU WHICH REQUIRE HIGHER ACADEMIC LEVELS THAN YOU MAY NOW BE PLANNING TO COMPLETE, SO CHOOSE CAREFULLY.)

1. UP TO GRADE 6
2. GRADE 7 OR EQUIVALENT
3. GRADE 8 OR EQUIVALENT
4. GRADE 9 OR EQUIVALENT
5. GRADE 10 OR EQUIVALENT
6. GRADE 11 OR EQUIVALENT
7. GRADE 12 OR EQUIVALENT
8. GRADE 13 OR EQUIVALENT
9. CEGEP 1-YEAR (CC/I OF T)
10. CEGEP 2-YEARS (CC/I OF T)
11. CEGEP 3-YEARS (CC/I OF T)
12. GENERAL B.A.
13. HONOURS B.A.
14. UNIVERSITY UNDERGRADUATE (1-3 YEARS)
15. CERTIFICATE (1 OR 2 YEARS)
16. DIPLOMA (1 TO 3 YEARS)
17. WHATEVER IS NECESSARY
18. I'M NOT SURE. LET'S GO ON.

8

	TOTAL	PREVIOUS	NOW
INSTITUTIONS:	558	35	34
PROGRAMMES:	6,563	51	49

MINIMUM AVERAGE:

PLEASE ESTIMATE YOUR AVERAGE MARK (IN PERCENTAGE) IN THE LAST YEAR OF EDUCATION YOU HAVE COMPLETED, OR THE AVERAGE YOU EXPECT THIS YEAR. SELECT THE APPROPRIATE NUMBER BELOW _____ .

1. 50% OR LOWER
2. 50% TO 55%
3. 55% TO 60%
4. 60% TO 65%
5. 65% TO 70%
6. 70% TO 75%
7. 75% TO 80%
8. 80% TO 85%
9. ABOVE 85%
10. I'M NOT SURE. LET'S GO ON.

5

	TOTAL	PREVIOUS	NOW
INSTITUTIONS:	558	34	29
PROGRAMMES:	6,563	49	42

MINIMUM AGE:

WHAT AGE ARE YOU, OR DO YOU EXPECT TO BE, WHEN YOU ENTER YOUR EDUCATION OR TRAINING PROGRAMME _____?

1. 16 YEARS OR UNDER
2. 17 YEARS OLD
3. 18 YEARS OLD
2. 19 YEARS OLD
5. 20 YEARS OLD
6. 21 YEARS OLD
7. 22 TO 24 YEARS OLD
8. 25 TO 30 YEARS OLD
9. 30 TO 59 YEARS OLD
10. 60 TO 64 YEARS OLD
11. 65 YEARS OR OLDER
12. I'M NOT SURE. LET'S GO ON.

8

	TOTAL	PREVIOUS	NOW
INSTITUTIONS:	558	29	29
PROGRAMMES:	6,563	42	42

WE HAVE USED ALL THE EXPLORATION ROUTES WHICH YOU HAVE GIVEN ME SO FAR. WHICH WOULD YOU PREFER TO DO NOW?

1. EXPLORE PROGRAMME INFORMATION ROUTES.
2. EXPLORE INSTITUTIONAL INFORMATION ROUTES.
3. TRY SOMETHING ELSE.

2

OKAY. I HAVE SEVERAL INSTITUTION INFORMATION TOPICS WHICH YOU CAN EXPLORE. WHICH WOULD YOU LIKE TO USE? (TYPE IN AS MANY NUMBERS AS YOU WISH, IN THE ORDER OF THEIR IMPORTANCE TO YOU. COMMA BETWEEN NUMBERS, LIKE THIS: 8,5,1,6)

1. CATEGORY OF INSTITUTION 2. TYPES OF STUDENTS ACCEPTED 3. CITY SIZE
4. SIZE OF LIBRARY 5. TOTAL FULL-TIME ENROLMENT 6. ENROLMENT BY SEX
7. RESIDENCE AVAILABILITY 8. HOUSING COSTS
9. NONE OF THE ABOVE. LET'S GO ON TO SOMETHING ELSE.

1, 2, 8

CATEGORY OF INSTITUTION:

WHICH TYPE(S) OF INSTITUTION(S) WOULD YOU PREFER TO ATTEND ________? (SELECT AS MANY AS YOU WISH, COMMA BETWEEN NUMBERS.)

1. DEGREE-GRANTING INSTITUTION 2. DIPLOMA/CERTIFICATE-GRANTING INSTITUTION
3. TECHNICAL INSTITUTE 4. VOCATIONAL INSTITUTION
5. PRE-VOCATIONAL INSTITUTION 6. PUBLIC TRADE SCHOOL.
OR 7. I'M NOT SURE. LET'S GO ON.

1, 2

	TOTAL	PREVIOUS	NOW
INSTITUTIONS:	558	29	29
PROGRAMMES:	6,563	42	42

TYPES OF STUDENTS ACCEPTED:

SOME INSTITUTIONS RESTRICT ADMISSIONS TO SOME TYPES OF STUDENTS. IF YOU FEEL YOU FIT IN ONE OR MORE OF THE CATEGORIES LISTED BELOW, PLEASE TYPE IN ITS (THEIR) NUMBER(S). OTHERWISE TYPE IN ONLY 6 ________.

1. ACCELERATED ENTRANCE STUDENTS   2. MATURE STUDENTS
3. SENIOR CITIZENS   4. SPECIAL STUDENTS
5. FOREIGN STUDENTS   6. NONE OF THESE. LET'S GO ON.

2, 5

	TOTAL	PREVIOUS	NOW
INSTITUTIONS:	558	29	17
PROGRAMMES:	6,563	42	28

HOUSING COSTS:

WHICH WOULD YOU PREFER:

1. RESIDENCE ACCOMMODATION
2. PRIVATE HOUSING
3. EITHER OF THE ABOVE

2

WHICH OF THE FOLLOWING IS CLOSEST TO YOUR NEEDS. SELECT ONE PLEASE ________.

1. ROOM   2. ROOM AND BOARD
3. APARTMENT (ONE BEDROOM)   4. HOUSE (THREE BEDROOM)

3

WHAT IS THE MAXIMUM COST YOU FEEL YOU COULD AFFORD EACH MONTH FOR HOUSING? PLEASE SELECT ONE. (INCLUDE BOARD).

1. UP TO $30   2. $30 TO $50   3. $50 TO $75
4. $75 TO $100   5. $100 TO $150   6. $150 TO $200
7. $200 TO $2530   8. MORE THAN $250   9. I'M NOT SURE. LET'S GO ON TO SOMETHING ELSE.

5

	TOTAL	PREVIOUS	NOW
INSTITUTIONS:	558	17	9
PROGRAMMES:	6,563	28	13

```
THERE ARE ONLY 9 INSTITUTIONS WHERE YOU COULD STUDY OR TRAIN IN VIEW OF YOUR
LAST ANSWER. THEY ARE:

C00000 ACADIA UNIVERSITY                    - WOLFVILLE, NOVA SCOTIA
D00401 UNIVERSITY OF NEW BRUNSWICK          - FREDERICTON, NEW BRUNSWICK
         (FREDERICTON CAMPUS)
D00402 UNIVERSITY OF NEW BRUNSWICK          - FREDERICTON, NEW BRUNSWICK
         (ST. JOHN CAMPUS)
F00000 BROCK UNIVERSITY                     - ST. CATHERINE'S, ONTARIO
F02002 ERINDALE COLLEGE                     - MISSISSAUGA, ONTARIO
         (UNIVERSITY OF TORONTO)
F02501 ATKINSON COLLEGE                     - DOWNSVIEW, ONTARIO
         (YORK UNIVERSITY)
H00300 UNIVERSITY OF SASKATCHEWAN           - SASKATOON, SASKATCHEWAN
J01400 UNIVERSITY OF LETHBRIDGE             - LETHBRIDGE, ALBERTA
J10100 LETHBRIDGE COMMUNITY COLLEGE         - LETHBRIDGE, ALBERTA

WOULD YOU LIKE TO SEE A LIST OF THE PROGRAMMES AT EACH OF THESE INSTITUTIONS
WHICH, BASED ON WHAT YOU HAVE TOLD ME SO FAR, SEEM TO MEET YOUR NEEDS?  (Y OR
N).
                                        Y

OKAY.  HERE IS YOUR LIST ___________.

C00000 ACADIA UNIVERSITY
 PROGRAMMES:
       *37A01C      RECREATION AND PHYSICAL EDUCATION

D00401 UNIVERSITY OF NEW BRUNSWICK (FREDERICTON CAMPUS)
 PROGRAMMES:
       *37A03A      RECREATION

D00402 UNIVERSITY OF NEW BRUNSWICK (ST. JOHN CAMPUS)
 PROGRAMMES:
       *21L040      URBAN STUDIES

F00000 BROCK UNIVERSITY
 PROGRAMMES:
       *21L04G      URBAN AND ENVIRONMENTAL STUDIES

F02002 ERINDALE COLLEGE (UNIVERSITY OF TORONTO)
 PROGRAMMES:
       *21L040      URBAN STUDIES

F02501 ATKINSON COLLEGE (YORK UNIVERSITY)
 PROGRAMMES:
       *21L040      URBAN STUDIES

H00300 UNIVERSITY OF SASKATCHEWAN
 PROGRAMMES:
       *21L04H      REGIONAL AND URBAN DEVELOPMENT
       *37A01B      RECREATION MANAGEMENT
```

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J01400 UNIVERSITY OF LETHBRIDGE
 PROGRAMMES:
        *21L04F     URBAN AND REGIONAL STUDIES
        *37A08J     RECREATION AND LEISURE

J10100 LETHBRIDGE COMMUNITY COLLEGE
 PROGRAMMES:
        *21L05F     RENEWABLE RESOURCE MANAGEMENT - GENERAL OPTION
        *21L05K     RENEWABLE RESOURCE MANAGEMENT - LAND USE PLANNING OPTION
        *73A01B     RECREATION MANAGEMENT


HAVE YOU BEEN CONSIDERING ANY INSTITUTIONS OR PROGRAMMES WHICH I HAVE NOT
LISTED FOR YOU? (Y OR N).

                                    N

WHAT DO YOU WANT TO DO NOW?

1.  CHANGE ONE OF THE ANSWERS YOU HAVE GIVEN ME.
2.  GO ON WITH YOUR EXPLORATION.
3.  GET INFORMATION ON THE ABOVE INSTITUTIONS AND THEIR PROGRAMMES.
4.  START EXPLORING THE INSTITUTIONS FILE ALL OVER AGAIN.
5.  GO TO THE OCCUPATIONS FILE.
6.  LEAVE THE SYSTEM.

                                    3

WHICH WOULD YOU LIKE FIRST _______ ?

1.  GENERAL INFORMATION ABOUT ONE OR MORE INSTITUTIONS (INCLUDING PROGRAMMES
OFFERED).
2.  DETAILED INFORMATION ON ONE OR MORE PROGRAMMES AT A SPECIFIC INSTITUTION.

                                    1

YOU CAN LOOK AT A SINGLE INSTITUTION, OR COMPARE 2 OR 3 AT A TIME _______ .
WHICH WOULD YOU PREFER?  (SELECT ONE).

1.  CONCENTRATE ON ONE INSTITUTION.
2.  COMPARE TWO DIFFERENT INSTITUTIONS.
3.  COMPARE THREE DIFFERENT INSTITUTIONS.

                                    1
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WHAT INSTITUTION DO YOU HAVE IN MIND?  PLEASE TYPE IN ITS 6-DIGIT CODE NUMBER
(FROM THE INSTITUTIONS MASTER LIST).

                              H00300

UNIVERSITY OF SASKATCHEWAN.....RIGHT?  (Y OR N)

                                Y

WHAT TYPE OF INFORMATION ARE YOU LOOKING FOR _________?

1.  FACTS ABOUT THE INSTITUTION(S) GENERALLY.
2.  FACTS ABOUT SPECIFIC PROGRAMMES AT THIS (THESE) INSTITUTION(S).
3.  BOTH OF THE ABOVE.

                                2

PLEASE TYPE IN THE 6-DIGIT CODE NUMBER OF ONE, TWO OR THREE PROGRAMMES ABOUT
WHICH YOU WANT INFORMATION.  YOU CAN LOOK AT OTHERS LATER IF YOU WISH.  (COMMA
BETWEEN NUMBERS, LIKE THIS: 21B040, 73C050, 51A070).  PROGRAMME CODES ARE
AVAILABLE ON THE PROGRAMME MASTER LIST.

                          21L040, 37A080

1.  21L040  URBAN STUDIES
2.  37A080  COMMUNITY RECREATION LEADERSHIP.......RIGHT?  (Y OR N).

                                Y

OKAY.  HERE ARE THE THINGS I CAN TELL YOU ABOUT THIS(THESE) PROGRAMME(S) AT
THIS(THESE) INSTITUTION(S).  WHICH DO YOU WANT TO KNOW ABOUT _________?  (AS
MANY AS YOU WISH, COMMA BETWEEN NUMBERS).

1.  STUDENT SUCCESS RATES                2.  QUALIFICATION(S) AWARDED/DURATION
3.  LANGUAGE OF INSTRUCTION/EXAMINATION  4.  SESSION START DATE(S). APPLICATION
                                             DEADLINE(S)
5.  TUITION AND COMPULSORY FEES          6.  SPECIAL STUDY ARRANGEMENT/SCHEDULES
7.  STANDARD ADMISSION REQUIREMENTS

                          2, 4, 5, 6, 7

21L040  URBAN STUDIES

* QUALIFICATION(S) AWARDED/DURATION....4-YEAR BACCALAUREATE
* SESSION START DATE(S):  SEPTEMBER
* RECOMMENDED APPLICATION DATE(S):  MAY
* APPLICATION DEADLINE(S):  AUGUST
* TUITION AND COMPULSORY FEES:  $683.00 PER ACADEMIC YEAR
                                $145.00 PER FULL COURSE (WHEN PROGRAMME TAKEN
                                  PART-TIME)
* REQUIRED MATERIALS:  APPROXIMATELY $150.00 PER ACADEMIC YEAR
                       APPROXIMATELY $ 30.00 PER FULL COURSE (PART-TIME)
* FEES ARE ASSESSED AS A FIXED STANDARD AMOUNT PER ACADEMIC YEAR; FOR PART-TIME
  PROGRAMME, FEES ARE ASSESSED AS A FIXED STANDARD AMOUNT PER COURSE.
* THIS PROGRAMME IS AVAILABLE THROUGH:  PART-TIME STUDY
  IT IS AVAILABLE DURING:
          - REGULAR DAY          - EVENING             - SUMMER
```

```
* STANDARD ADMISSION REQUIREMENTS
*** PATTERN A....
    - REQUIRED EDUCATION LEVEL:  GRADE XII OR EQUIVALENT
    - MINIMUM AVERAGE REQUIRED:  65%
    - SUBJECT CREDITS AND MARKS REQUIRED:  ENGLISH 50%, MATHEMATICS 50%
    - REQUIRED TESTS:  LANGUAGE PROFICIENCY ENTRANCE TEST FOR STUDENTS WHOSE
        FIRST LANGUAGE IS NOT THE LANGUAGE OF INSTRUCTION.
    - TRANSCRIPTS:  REQUIRED
    - MINIMUM AGE:  16 YEARS

37A080  COMMUNITY RECREATION LEADERSHIP

* QUALIFICATION(S) AWARDED/DURATION......4-YEAR BACCALAUREATE
* SESSION START DATE(S):  SEPTEMBER
* RECOMMENDED APPLICATION DATE(S):  MAY
* APPLICATION DEADLINE(S):  AUGUST
* TUITION AND COMPULSORY FEES:  $683.00 PER ACADEMIC YEAR
                                $145.00 PER FULL COURSE (WHEN PROGRAMME TAKEN
                                  PART TIME)
* REQUIRED MATERIALS:  APPROXIMATELY $150.00 PER ACADEMIC YEAR
                       APPROXIMATELY $ 30.00 PER FULL COURSE (PART-TIME)
* FEES ARE ASSESSED AS A FIXED STANDARD AMOUNT PER ACADEMIC YEAR; FOR PART-TIME
  PROGRAMME, FEES ARE ASSESSED AS A FIXED STANDARD AMOUNT PER COURSE
* THIS PROGRAMME IS AVAILABLE THROUGH:  PART-TIME STUDY
  IT IS AVAILABLE DURING:
          - EVENING               - SUMMER                 - REGULAR DAY
* STANDARD ADMISSION REQUIREMENTS
*** PATTERN A.....
    - REQUIRED EDUCATION LEVEL:  GRADE XII OR EQUIVALENT
    - MINIMUM AVERAGE REQUIRED:  65%
    - SUBJECT CREDITS AND MARKS REQUIRED:  ENGLISH 50%, ALGEBRA 50%, GEOMETRY/
                                           TRIGONOMETRY 50%, BIOLOGY 50%
    - REQUIRED TESTS:  LANGUAGE PROFICIENCY ENTRANCE TEST FOR STUDENTS WHOSE
                       FIRST LANGUAGE IS NOT THE LANGUAGE OF INSTRUCTION.
    - TRANSCRIPTS:  REQUIRED
    - MINIMUM AGE:  16 YEARS

WHAT DO YOU WANT TO DO NOW _________ ?

1.  START EXPLORING THE INSTITUTIONS FILE ALL OVER AGAIN.
2.  GET SPECIFIC INFORMATION ABOUT ANY OTHER INSTITUTION OR PROGRAMME.
3.  GO TO THE OCCUPATIONS FILE.
4.  LEAVE THE SYSTEM.

                             4

OKAY ____________.  I'VE ENJOYED TALKING WITH YOU.  PLEASE DISCUSS THIS
PRINTOUT WITH YOUR COUNSELLOR.  YOU'LL FIND THAT HE OR SHE CAN REALLY HELP YOU
IN THINKING ABOUT THE INFORMATION I'VE GIVEN YOU, AND IN DECIDING WHAT TO DO
NEXT.  I ENCOURAGE YOU ALSO TO DISCUSS THIS PRINTOUT WITH YOUR FAMILY, FRIENDS,
OR OTHERS YOU FEEL MIGHT HELP YOU IN CLARIFYING YOUR GOALS.

I HOPE WE'LL HAVE AN OPPORTUNITY TO GET TOGETHER AGAIN SOMETIME, AND I WISH YOU
WELL IN YOUR CAREER PLANNING.  THE EFFORTS YOU MAKE NOW COULD REALLY PAY OFF
DURING THE YEARS OF WORK AHEAD OF YOU.

GOODBYE FOR NOW _____________!
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NOTE: THIS EXERCISE IS DESIGNED FOR USE AFTER THE INSTITUTIONS FILE BECOMES OPERATIONAL

Exercise 4:

Objective: To explore education and training alternatives, using the CHOICES Institutions File.

Materials Required:

1. CHOICES terminal(s);
2. Overhead projector;
3. Overhead transparency of the topics in the Institutions File;
4. Flip-chart;
5. Paper and pencils.

Instructions:

1. Write the objective on the flip-chart. Point out to students that gathering information on post-secondary education and training institutions and programs can be a long, difficult and often unsatisfying process. It usually involves reading numerous calendars and other materials, contacting institutions one-by-one and inadvertently missing certain alternatives because one did not know where to look. However, CHOICES has surveyed about 800 post-secondary institutions and has fed the data obtained into its computer so that it is possible to access information about programs and institutions instantly; the data available is up-to-date and comprehensive. The CHOICES Institutions File allows users to examine education and training alternatives in much the same way in which they can examine occupational alternatives in the Occupations File. By using the CHOICES Institutions File, users can find institutions and programs that will help to qualify them for chosen occupations, while meeting certain criteria that they have set; with this system, users can be confident that few, if any, education and training alternatives have escaped consideration.

2. Outline for students how the Institutions File is organized. Use the overhead projector and the transparency of the topics in the Institutions File to explain the break-down of the data into institution-specific and program-specific topics. Mention that the Institutions File has three access routes: Explore, Specific and Compare. These routes work similarly to the corresponding routes in the Occupations File - it's the data that's different.

3. Outline the Explore Route. Point out that it is possible to "zero-out" in institutions and programs just as it's possible in occupations. Thus, it is important to have a clear idea of one's needs and preferences and to priorize the topics with respect to which one explores institutions and programs.

4. Outline the Specific and Compare Routes. Point out that, as in the Occupations File, using these routes is a simple matter of choosing the institution/program in which one is interested and inputting the topics that one wants. The computer then prints out the information.

5. Outline for students the information that they will need in order to converse with CHOICES in the Institutions File. Discuss any questions that arise about this or your explanations concerning the data and the three access routes.

6. Demonstrate for students how to choose and priorize topics and factors in preparation for using the three access routes of the Institutions File. Ask students to carry out such choices and priorizations in the context of a chosen occupation for which they seek education and/or training.

7. Explain to students that a linkage component enables users to transfer between the Occupations and Institutions File with ease. Thus, when CHOICES suggests an occupation in the Occupations File, it can also suggest possibly suitable programs and institutions by means of which one could qualify for the occupation; those programs and institutions can then be examined in more detail in the Institutions File.

8. Ask students to examine education and training programs and institutions at the terminal, using the Institutions File and the choices and priorizations with respect to a given occupation that they made in #6 above. Students should work in groups of four to a terminal. Encourage students to discuss what happens for each of their interactions as they go along. Be on hand to deal with any questions or problems that may arise. Each student should start out in the Occupations File so that s/he then can see how the linkage with the Institutions File works; thus, the Terse Mode should be used to obtain a list of occupations quickly.

9. After students have finished using the Institutions File at the terminal, ask them for their reactions. Are they satisfied with the information that they found? Could they use the information obtained from the Institutions File to make plans for education and training in order to prepare to enter a chosen occupation? Discuss students' responses.

10. Explain to students that the next exercise will deal with issues and strategies that are important in the use of CHOICES by counsellors with clients. In preparation, ask students to read Chapters IV and V of the Counsellor's Manual.

Reference: - CHOICES Counsellor's Manual

Exercise 5:

Objective: To identify strategies and issues that are important when using CHOICES with clients.

Materials Required:

1. CHOICES Counsellor's Manual;
2. Flip-chart;
3. Paper and pencils;
4. Overhead projector;
5. Overhead transparency of the CHOICES 3-Step Counselling Process.
6. Tape recorder and tape of the 3 interviews from Chapter V of the Counsellor's Manual;
7. Completed Travel Guides;
8. Printouts from earlier exercises.

Instructions:

1. Write the objective on the flip-chart. Point out to students that the use of a sophisticated system such as CHOICES requires the involvement of a skillful vocational counsellor. While CHOICES removes many of the time-consuming information-gathering functions of the counsellor, it frees him/her to do actual counselling. Moreover, the counsellor's role of helping the client to prepare for his/her interaction with CHOICES and to evaluate the information that client receives from the computer is vital.

2. Ask students to suggest counsellor's roles that are important in using CHOICES with clients. They may mention the following:

   - identifying clients who might benefit from CHOICES and the aspects of the system from which they could benefit the most;
   - introducing CHOICES (purpose, contents, how it works) to clients;
   - helping the client to prepare for interaction with CHOICES, by introducing the Travel Guide and Handbook and explaining how to use them to do a self-assessment and priorize topics and factors;
   - discussing and clarifying the client's objectives in using CHOICES, helping the client to determine the best routes to achieve those objectives and making the client aware of what s/he can expect to find;
   - discussing with the client his/her completed Travel Guide to make sure that:

     i. the client is sure of his/her choices and decisions
     ii. the client's choices and decisions correspond with his/her values;

iii. there are no inadvertently contradictory choices on the part of the client;
iv. the client is able to relate himself/herself to the world of work;
v. the client is aware of any choices or decisions that will tend to restrict his/her possibilities;
vi. the client's self-assessment is realistic;
vii. the client is able to distinguish between factors and topics that are indispensable and those that are just preferences;
viii. the client has been able to priorize his/her decisions according to his/her needs and wants;
ix. the client is aware of alternatives that can be tried in the interaction with the terminal;
x. the client defines for himself/herself the degree to which s/he is willing to examine opportunities in different provinces;
xi. the client has planned the sequence in which s/he will use the different topics and routes.

- reducing the client's anxiety about CHOICES;
- explaining to the client how to use the terminal, the options that are available and what to expect from the terminal;
- discussing with the client his/her printout to determine the client's reaction to the system, evaluate lists of occupations in terms of client satisfaction and compare the client's self- profile with those of the occupational alternatives listed;
- developing follow-up plans to continue exploring or to implement a decision.

List students' suggestions on the flip-chart.

3. Using the overhead projector and the transparency of the CHOICES 3-Step Counselling Process, outline for students that counselling process. Emphasize that the entire process is designed to help the client develop self-knowledge, relate that self-knowledge to the world of work, evaluate information, and make decisions and plans for himself/herself; neither CHOICES nor the counsellor can provide ready answers or decisions for the client - only facilitate the reaching of those answers and decisions by the client. At the same time, the counsellor's role is critical in ensuring that CHOICES is used properly and to the client's best advantage. Point out that the CHOICES counselling process can be broken down into three steps, for each of which there usually is a separate interview:

I. - Assessing client suitability
   - Introducing CHOICES (overview)
   - Initiating client preparation

II. - Discussing client's objectives
    - Examining client's completed Travel Guide (finalizing client preparation)
    - Introducing CHOICES terminal

III. - Discussing and evaluating client's print-out
    - Developing follow-up plan(s).

4. Ask students to review pp. 57-68 of the CHOICES Counsellor's Manual (description of the 3-step counselling process). Ask students to create checklists for the use of CHOICES with clients for each of the three steps in the counselling process (a sample of such a checklist follows this exercise). Discuss any questions or problems that may arise.

5. As an example of how the 3-step counselling process should be carried out, play the tape of the three interviews from Chapter V of the Counsellor's Manual. Encourage students to take notes.

6. Ask students to pair up - one student to play the role of a counsellor and the other to play the role of a client. Ask students to role-play the 3-step counselling process, using completed Travel Guides and printouts from earlier exercises at the appropriate points. (Actual interactions with terminals are not required.) Students should concentrate on covering all the important points, as outlined in Chapter IV of the Counsellor's Manual; they can review their checklists beforehand, but should avoid doing so, if possible, during a mock interview. Afterwards, each student who played the role of client should point out to his/her partner the aspects of the mock interviews that s/he did well and explained clearly and the aspects that s/he did not as well, explained less clearly and/or missed.

7. Ask students to switch roles so that those who played clients will now have a chance to practise the role of the counsellor. These mock interviews should be carried out as before, followed by feedback from the partners who played clients.

8. Lead a discussion of the use of CHOICES by counsellors with clients. Discuss any problems or questions that students may have. Note that students who will be using CHOICES actively with clients should arrange for additional training that gives them more thorough interactions at the terminal and covers the technical and administrative aspects of CHOICES in detail; such training also should include practice in counselling actual clients using CHOICES, such as in Exercise 6, which is optional in this course. If you decide to cover Exercise 6, ask students to prepare by reviewing Chapters IV and V of the Counsellor's Manual.

Reference: - CHOICES Counsellor's Manual

CHECKLIST OF THE CHOICES THREE-STEP COUNSELLING PROCESS

FIRST INTERVIEW

I Determine client suitability

- motivation: why does client want to use CHOICES and can s/he benefit from it?
- readiness to make a vocational decision: does client want to consider vocational plans seriously? has client considered vocational plans before?
- is client's problem primarily vocational rather than personal?
- does client need to make an occupational decision rather than simply to find a job?

II Introduce CHOICES to clients

- purpose:
  - help client to make vocational decisions (but no ready answers)
  - client's time and energy expected
- contents: Occupations File
  - data base
  - Explore, Specific, Compare, Related
  - Topics

  Institutions File
  - data base
  - Explore, Specific, Compare
  - Topics
- delivery system
  - computer terminal
  - question and answer format
  - answers typed in
- preparatory materials
  - Handbook of CHOICES
  - Travel Guide
  - Master List of Occupations

III Start client preparation

- introduce Handbook and Travel Guide
- complete one section of the Travel Guide together
  - read corresponding page in Handbook
  - client makes selection of factor(s)
  - ask client reason(s) for choice(s)
    - i. what appeals to you?
    - ii. would you consider alternatives? which ones?
    - iii. how important is the factor you chose? is it a "must" or a preference?
  - record choice(s) on Travel Guide
  - explain that other sections are filled in similarly
  - explain how to use the Master List of Occupations to find codes for occupations in which client already may be interested
  - arrange time for next interview

SECOND INTERVIEW

IV Discuss client's objectives

- occupations s/he thinks s/he might like
- client's goals and routes to information
    - i. if client has tentative occupation choice, suggest Specific or Compare
    - ii. if client's ideas on possible occupations are weak or s/he has no tentative occupation choice at all, suggest Explore
- client's reaction to Travel Guide
    - why certain topics included?
    - trouble understanding topics or factors?
    - trouble making decisions?
    - comfortable with system and ready to move to next step?
    - answer client's questions

V Examine completed Travel Guide

- help client to distinguish between things that are important and those that are secondary
- increase client's self-awareness - recognition of strengths and weaknesses
- help client to relate his/her characteristics, activities, skills, etc. to the world of work
- confirm client's decisions on topics and factors, priorization (check for contradictory selections, restrictive choices, etc.)
- help client to recognize alternatives, evaluate them and be ready to use them if appropriate during CHOICES interaction
- help client to decide whether s/he would be willing to relocate to work or undertake training and, if so, where
- help client to plan CHOICES interaction by choosing topics and routes and sequencing their use
- reassure client
    - there are no wrong answers, only the client knows himself/herself best
    - allowing client to try out his/her ideas and test them against reality
- encourage exploratory attitude
    - suggest that client consider alternatives even if s/he has a tentative goal
- avoid:
    - telling the client results of his/her decisions (let him/her find out for himself/herself)
    - imposing your values on the client
    - giving too much information

VI Introduce CHOICES terminal

- reduce anxiety
- explain options in conversing with CHOICES
- demonstrate how to respond to CHOICES' questions
- begin conversation with CHOICES
- schedule next interview
- introduce terminal assistant

THIRD INTERVIEW

VII Discuss client's printout

- client's reaction to the system
    - satisfied, indifferent, dissatisfied?
    - ready to make decisions?
    - what learned from conversation?
    - can client use information obtained to make further decisions?
- examine lists of occupations received
    i. does client feel occupations listed make sense? if not, look for reasons why they appeared
    ii. what changes might client make to obtain a more satisfactory list in another interaction at the terminal?
- compare client's profile from Travel Guide with those of occupational alternatives
    - Specific and Compare Routes
    - Master List of Factors
    - What discrepancies are there between client's profile and those of occupational alternatives? What can be done about them?
        - change self
        - change occupation
        - learn to live with discrepancy (discrepancy is not in regard to a non-negotiable item in client's profile)
        - eliminate occupation from consideration
- help clients clarify their reactions to print-out

VIII Develop follow-up plan

- client requires further exploration:
    - another interaction at the terminal
    - further self-analysis, tests
    - further reading: Careers Canada, Careers Provinces, CCDO, etc.
    - direct learning about occupations - contact employers, people in the occupations, etc.

OR - client has made decisions and seeks to implement it
    - training options:
        - further formal schooling, full- or part-time, correspondence courses, etc.
        - on-the-job training
        - apprenticeship programs
        - teaching oneself the necessary skills
    - job search
        - locating jobs; résumés; applications; interviews
    - career ladder
        - looking for related work that serves as entry level for more advanced chosen occupation

NOTE: This exercise is optional, depending on time available and desired intensity of this part of the course.

Exercise 6:

Objective: To use CHOICES with a client in order to identify and explore occupational alternatives.

Materials Required:

1. CHOICES terminal(s);
2. Handbooks of CHOICES;
3. CHOICES Travel Guides (blank);
4. CHOICES Master List of Occupations;
5. CHOICES Master List of Factors;
6. CHOICES Counsellor's Manual.

Instructions:

1. Explain the objective to students. Mention that this exercise will involve actual volunteer clients, whom students will help to use CHOICES. Reassure students that you and/or someone else with CHOICES counselling experience will be on hand to help with the exercise and deal with any problems.

2. Introduce the volunteer clients to the students who will counsel them, explaining a little about each group to the other; for instance, briefly describe the course, what participants hope to accomplish by taking it and the stage that has now been reached in the unit on CHOICES; then, describe the background of the volunteer clients (e.g. high school students, the school they attend, etc.). Any counsellors or instructors who will be assisting you also should be introduced.

3. Ask students to take assigned volunteer clients through the process of using CHOICES, employing the components listed above under "Materials Required" and following the 3-step counselling process that was outlined in the last exercise. Since time and terminals are likely to be limited, it is suggested that students work with their volunteer clients in teams, perhaps with a different student handling each of the three interviews in the process. These volunteers are real clients who are interested in vocational exploration; thus, it is important that students carry out the process well. Encourage students to help each other and to call upon you or one of the experienced counsellors/instructors when needed. For your part, you and the other experienced counsellors/instructors should allow students sufficient opportunity to overcome difficulties and/or hesitations before intervening to make sure that the interviews progress to the benefit of the volunteer clients.

4. Afterwards, ask all participants to give their reactions. The reactions of the volunteer clients are important, since they will give students a good impression of what real clients think of CHOICES immediately after having used it. Volunteers'

comments tend to reinforce ideas that students have already started to form about the advantages of CHOICES; they also underline for students certain points that are central to using CHOICES well, such as the importance of giving careful consideration to oneself, one's desires, needs and priorities in relation to work in preparation for identifying and exploring alternatives.

5. After the volunteer clients have left, ask students to comment on their experiences using CHOICES with actual clients for the first time. Students may mention things such as how the clients responded to CHOICES and how the exercise was a learning experience for both the clients and the "counsellors" (students). They may also mention aspects of their own counselling that they feel they could improve and aspects that they think worked well. Invite students to comment on their roles as counsellors using CHOICES, now that they have had an opportunity to go through interactions with clients; they will likely mention the importance of counsellors as mediators who help clients to articulate and priorize their wants and needs from work and who interpret the output from the computer and its implications for future information-gathering, decision-making and planning.

6. Discuss with students any questions or comments that they may have. Note that students who will be using CHOICES actively with clients should arrange for additional training that gives them more thorough interactions at the terminal and with actual clients and that covers the technical and administrative aspects of CHOICES in detail.

Reference: - CHOICES Counsellor's Manual

Evaluation: Lead a discussion of CHOICES, its uses and the identification and exploration of occupational alternatives. Ask students to consider the following questions:

- Can you describe CHOICES, its background, its purpose, its structure and how it works?
- Can you carry out a self-assessment and identify possibly suitable occupations, using the CHOICES terminal and materials?
- Can you find information about particular occupations using CHOICES?
- Can you make comparisons between occupations using CHOICES?
- Can you identify occupations that are related to others in respect to various topics, using CHOICES?
- Can you find information about education and training alternatives, using CHOICES?
- Can you describe the issues and strategies that are involved in the use of CHOICES by counsellors with clients?
- Can you use CHOICES with a client in order to identify and explore occupational alternatives?

SECTION VI: CREATING A CAREER

Description: Creating A Career is a curriculum-based vocational guidance program that helps young people to acquire skills and knowledge in the areas of self-assessment, occupational exploration, career decision-making and job search. It is divided into two, independently-usable parts: Career Planning and Job Search.

Make-up of Creating A Career: Creating A Career has five components:

1. Career Planning and Job Search Workbook - contains outlines of each of the units in the program, with objectives, required preparations by students, instructions for group and individual activities, forms and worksheets for exercises, and self-evaluation checklists. This Workbook is the student's personal record of his/her vocational plans and decisions and of the way in which they were developed.
2. A Career Planning Guide - a reference book of information that is important to the process of career planning and decision-making. This book is used in conjunction with the first section of the Workbook, "Career Planning".
3. A Job Search Guide - a reference book of information and ideas that are important to the process of developing an effective job search. This book is used in conjunction with the second section of the Workbook, "Job Search".
4. Exploring Occupations Kit - a set of keysort cards that helps users to find out the occupations that fit various characteristics of users and the kind of work they seek.
5. Instructor's Manual - contains lesson plans and suggestions for instructors of Creating a Career, setting out objectives, preparation and materials required, procedures, guidelines, instructions for student activities, suggestions for follow-up activities, and references and supplementary materials.

(In addition, an individualized version of Creating a Career is being developed and piloted.)

How Creating A Career Works:

A. In the section of Creating A Career that covers career planning, students carry out a series of group and individual activities that are designed to help them develp awareness of the world of work, self-knowledge, awareness of the occupational alternatives that they might find satisfying, information-gathering techniques and decision-making skills.

First, students discuss careers with retired persons to discover what decisions are important in life and how they relate to each other. Next, students explore their values about work to define their expectations. At this point, they complete a unit that enables them to develop strategies for self-exploration, followed by two units in which they compile personal inventories of their lives' experiences and activities and complete tests, inventories and checklists about themselves and the kinds of work they think they would like. From there, students identify descriptions of themselves and their work needs in terms of those that will most broaden or restrict their opportunities. Having coded their self-information, students use the Exploring Occupations Kit to discover occupational alternatives that fit the characteristics with which they have described themselves; they also generate occupational possibilities based on their own knowledge of the world of work and apply their most restrictive self-descriptors to narrow those options. When students have arrived at a manageable list of occupational alternatives, they develop strategies for gathering further information about those alternatives. From there, they locate and evaluate occupational information on their own, discuss their progress and subsequent steps that may be needed at individual sessions with their instructor/ counsellor and examine ways of entering occupations.

B. In the section of Creating A Career that covers job search, students develop an awareness of the labour market and how job openings can be found; what employers expect and what workers can expect in return; how to identify jobs for which they are qualified; ways of applying for jobs; and how to handle interviews.

Students first prepare inventories of their lives' activities to help determine the kinds of work that they would find satisfying and at which they would likely be successful; in this way, they see that they have something to offer to employers. Next, students examine the labour market to see that jobs can be found. From there, students explore the ways of finding out about job openings - advertisements, employment agencies, school placement offices, individuals who would be able to help, and approaching employers on one's own. Then, students examine employer/employee expectations of each other and personal job traits and past performances that might hinder them in getting a job. Students examine the task of investigating prospective jobs and employers and of identifying the jobs for which they are qualified and should apply. Next they find out about methods of applying for jobs that are designed to convince the employer to interview the applicant: résumés with covering letters, letters of application, application forms and telephone contacts. Finally, students consider important ways of preparing for job interviews and practise interview techniques before arranging for and going to a simulated interview with an actual employer.

In addition to career planning and job search skills, Creating A Career helps students to develop basic techniques for decision-making and information-gathering and assessing.

Purpose and Role of Creating A Career in the Career Counselling Progression:

Creating A Career fulfills three of the four stages of the career counselling progression. In the Career Planning section, students carry out self-explorations and self-assessments that enable them to identify possibly suitable occupations; they also explore occupational alternatives in detail, evaluate what they find out and consider preparations for entering occupations. These processes correspond with the first two stages of the progression: identifying possibly suitable occupations and exploring occupations. After completing this section, students are ready for an employability assessment, if desired, although job search usually is the next topic covered with the Creating A Career program.

The Job Search section of Creating A Career fulfills the fourth stage in the progression: the development of knowledge and skills for an effective job search. Thus, the student becomes job-ready and is fully-equipped to enter and function in the labour market.

Instructional Plan:

A. Unit Objective: To identify occupational alternatives, explore and assess those alternatives in order to make an occupational decision, and develop effective job search skills, using a curriculum-based system.

Exercises:

1. To identify the needs that Creating A Career fulfills and to outline the process by which it does so.
2. To simulate the Creating A Career method of developing self-knowledge and occupational alternatives by completing selected Creating A Career exercises.
3. To outline the Creating A Career approaches to occupational exploration and decision-making.
4. To outline the Creating A Career method of developing job search skills.
5. To identify decisions and plans that are required to implement Creating A Career in a school.

B. Preparation: Read the Creating A Career (CAC) Instructor's Manual and Student's Workbook; following along in the Workbook while reading the Instructor's Manual is a useful approach. Read the two textbooks of Creating A Career, A Career Planning Guide and A Job Search Guide. Practise using the Exploring Occupations Kit. In addition, read the background material on Creating A Career that is included in this unit (Background - Problems and Needs, Development; Curriculum Outline; Program Materials).

C. Materials Required: A complete set of Creating A Career materials for each student, as follows
- Instructor's Manual
- Student's Workbook
- A Career Planning Guide
- A Job Search Guide;

An Exploring Occupations Kit for every six students;

Copies of the following handouts for each student:
- Creating A Career: Background - Problems and Needs, Development
  Curriculum Outline
  Program Materials;

Extra needles (#13 knitting needles, skewers, etc.) for use with the Exploring Occupations Kits;

Flip-chart;

Paper and pencils.

CREATING A CAREER

Creating A Career is a curriculum-based vocational guidance program that helps young people to acquire skills and knowledge in the areas of self-assessment, occupational exploration, career decision-making and job search.

Background - Problems and Needs:

In the fall of 1972, 55-65% of registrations in Canada Manpower centres were by people between the ages of 15 and 24. Youth unemployment was high and frequent, hopping from one job to another was common and young people often exhibited no orientation to the future. In short, many young people were floundering in the vast ocean of the labour market, without navigational and swimming skills.

As responses to the high level of youth unemployment, several programs and studies were initiated, including Youth Career Counselling Centres, Careers Canada, Careers Provinces, Creative Job Search Technique, studies that led to the development of CHOICES and studies on the long-range impact of the bulge of young people in the labour market. In addition, a five-year study of vocational guidance, Raymond Breton's Social and Academic Factors in the Career Decisions of Canadian Youth, was published in 1972 with findings that eventually would be addressed by Creating A Career. Included in these findings was that over 30% of Canadian high school students had no occupational proferences and many more seemed to have inappropriate or unrealistic goals.

Further studies revealed the following problems:

STUDENTS lacked (a) self-knowledge and the ability to develop self-knowledge, including a positive self-concept; (b) knowledge of the world of work, such as the expectations of employers and information about a wide range of occupations; (c) decision-making skills - i.e. strategy for making occupational choices and the ability to put together and relate self-information and information about occupations; and (d) job search skills - in effect, skills of transition and choosing an alternate environment, as well as related communication skills.

VOCATIONAL GUIDANCE PROGRAMS AND ACTIVITIES in secondary schools, community colleges and universities in 1972-73 typically were disorganized and relied on miscellaneous occupational monographs and other ad hoc sources. There was some sort of group testing for interests and aptitudes, the results of which frequently were simply kept on file. Career expositions and talks by guest speakers took place occasionally. Curriculum-based vocational guidance programs and regular home-room guidance periods existed in some places.

THE SCHOOL ENVIRONMENT was not well-geared to vocational guidance. Curricula were based on an ideal of English composition/literature, social studies (e.g. history), mathematics, biology, chemistry, physics and a language; and while comprehensive secondary schools had led to some occupational exposure, occupationally-oriented courses were still not available to many students. There was a lack of guidance counsellors, especially full-time ones; even by 1978, only about 15% of schools (more in large centres) had counsellors. In addition, counsellors did not have curricula of their own, they were not seen as teachers and they found themselves outside the classroom; counsellors played a passive role in the school in that students came to them rather than having the chance to take part in an active, established program.

1.0
4.5
5.0
5.6
6.3
7.1
8.0
9.0
2.8
3.2
3.6
4.0
2.5
2.2
2.0
1.1
1.8
1.25
1.4
1.6

MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS
STANDARD REFERENCE MATERIAL 1010a
(ANSI and ISO TEST CHART No. 2)

Thus, the need was identified for an active, curriculum-based vocational guidance program that would help students to develop self-knowledge, knowledge of the world of work, decision-making skills and job search skills. Since counsellors were not always available, the program had to be one that could be carried out by regular classroom teachers.

Background - Development of Creating a Career:

In developing Creating A Career, certain design criteria were set out:

The program would have clearly-defined objectives, both for teaching and for evaluation.

The program would be flexible to allow for alternate methods of instruction, depending on the instructional skills and preferences of instructors. It would also be adaptable to the needs of particular areas and groups.

There would be an integrated evaluation method that would enable the instructor to determine at any point how each student was doing.

The program would stand on its own so that it could be implemented and disseminated independently of its developers.

The initial developmental work on Creating A Career took place from January to July, 1973, following which bits and pieces were implemented to test the assumptions that groups of students would interact on personal matters and that the instructional techniques were appropriate. From the fall of 1974 to the spring of 1975, the entire course was field tested at fifteen sites in Canada. The revised "street version" of Creating A Career appeared in March 1976.

CREATING A CAREER

Curriculum Outline:

As a result of the 1974-5 field test, it was realized that the Career Planning and Job Search sections of Creating A Career would best be useable independently of each other. During the field test, morale of students had been high during the Career Planning section, but low in the Job Search section, since the latter was often irrelevant to students who were not going to be looking for a job imminently. By dividing the course into the two parts, the Career Planning and Job Search sections could be used together or by themselves, depending on the needs and readiness of the students.

CAREER PLANNING

Unit 1:

Where to start was a problem. However, certain kinds of approaches would not work:

Impersonal Objective	- e.g. study math	- low anxiety, cognitive
Impersonal Subjective	- e.g. describe Hitler's rise to power	- low anxiety, largely cognitive
Personal Objective	- e.g. How tall are you?	- some anxiety, personal but precise
Personal Subjective	- e.g. What will you be doing five years from now?	- high anxiety, very personal

Clearly, subjects of a personal subjective nature are inappropriate starting points, since students tend to find them too threatening. This was demonstrated in the field test, in which the course started from the point, "Who are you?", a personal subjective topic that provoked high anxiety.

To start out with impersonal objective or impersonal subjective topics would be less threatening to students. Thus, the first unit in Creating A Career's Career Planning section calls for retired persons to describe and answer questions about their careers. This was unthreatening for students because it was someone else who was talking about his/her life.

This unit serves to give students an initial orientation to the world of work and the language of career planning, giving the group a common base for discussion. It also establishes certain important concepts and distinctions:

Job - a particular position, employer-specific
Occupation - the kind of work done
Career - the description of one's life experience to the present.

Jobs and occupations are chosen, but careers are the results of those and other decisions.

The aim of the retired person in these sessions is to make students aware that:

- more than one decision is required in the course of a career
- decisions affect each other; they're interrelated
- both personal and external factors necessitate and affect decisions
- decisions are affected by a variety of factors, not all of which seem to be directly related to the nature of the work itself (e.g. dependents, location).

Unit 2:

This unit deals with the problem of work values. Essentially, this involves the decision to work or not to work. The unit raises the issue so that students can ponder it and express their feelings, but no "correct" values are prescribed.

Unit 3:

Unit 3 introduces the decision-making strategy which is used throughout Creating A Career whenever the student has to make a decision.

WHAT do you need to know (to make a decision)?
HOW can you find out?
HOW GOOD is the information?

Units 4 and 5:

These two units involve students in ways of knowing themselves:

- personal history of experiences and activities
- consulting people who know you
- tests - interests, aptitudes

Unit 6:

By this point, students have a lot of unorganized information about themselves. In Unit 6, they are asked to structure this information. They reconcile contradictory information from the personal inventory and tests (students often require some individual counselling at this point); they classify their information according to:

WHAT I WOULD LIKE TO DO
WHAT I AM ABLE TO DO
WHAT I AM WILLING TO DO

using a set of occupational descriptors (CCDO factors); and they order their information in consideration of what descriptors are likely to provide them with a broad range of occupational alternatives and what ones would tend to restrict their alternatives.

Unit 7:

In Unit 7, students identify occupational alternatives based on their personal descriptors. First, they generate alternatives using their own knowledge of occupations; since their knowledge base concerning occupations is usually rather limited, they often can generate only a few - some of which reflect misinformation. Because of this problem, students then use the Exploring Occupations (keysort) Kit to identify possibly suitable occupations.

This last step has the byproduct of demonstrating to students the wide range of occupations that exist and the inaccuracy of some of their impressions about certain occupations.

Unit 8:

Once the students have lists of occupations, they are asked to explore three of them in depth. The 3-step decision-making model is employed again (what information needed/how to find out/how good). The point of the exercise is not necessarily to make a final occupational choice, but to develop the skills needed to do so.

Unit 9:

Unit 9 involves the evaluation of the occupational information gathered in Unit 8. It is in this unit that students find out how to make an occupational decision by classifying occupations according to (a) what leads me to believe I would be successful and (b) what leads me to believe I would be satisfied.

Unit 10:

This unit is inserted in the course to complete the decision-making strategy. Unit 10 deals with preparation for entry into chosen occupations (education and training) and decision-making about those plans and preparations. Students often require individual counselling and/or repeating of earlier units. Options are explored and the possible results are (a) going back (change occupation), (b) plan for and embark upon suitable education and training, or (c) conduct a job search.

JOB SEARCH

Unit 1:

This unit is devoted to self-analysis by students in preparation for applying for a job. Since a job is employer-specific, this self-analysis is done in relation to a specific employer. The emphasis is on what the applicant has to offer to the employer - present skills, knowledge and experience.

Units 2-6:

These units are devoted to ways of locating jobs by identifying causes of job openings and examining employment trends; locating and answering classified ads for job vacancies; using employment agencies; using school placement offices; and taking advantage of personal contacts and employer canvasses.

Unit 7-9:

These units deal with evaluating job openings. Students identify employer expectations and working conditions and compare their own attributes (skills, experience, knowledge) with job requirements.

Units 10-13:

These units examine ways of applying for jobs. The methods covered are résumés, letters of application, application forms and telephone contacts.

Units 14-15:

These two units deal with job interviews: preparation and interview behaviour. Students are given the opportunity to practise their interview skills in role-playing exercises and interviews with real employers.

Program Materials:

The physical materials that were designed to be used as part of the Creating A Career program had to satisfy several requirements. They had to be designed so that a minimum of orientation of instructors would be needed. In addition, the materials had to suit a variable range of institutional needs and situations, including the availability, or lack thereof, of equipment, facilities and auxiliary materials. They had to be inexpensive, both in terms of start-up cost and replacement of consumeable items. They had to be portable, which entailed a minimum number of components. Finally, the Creating A Career materials had to be simple to understand and to use.

The components of Creating A Career include the Instructor's Manual, with guidelines for the conduct of the course; this manual is published in loose-leaf form so that instructors can add their own notes in appropriate places.

The Student's Workbook is a career planning guide and catalogue that the student can take away as a permanent record of his/her decisions and the process by which they were reached. Thus, the student not only has a record of his/her choices, but a guide to how they made and how to make similar choices in future.

Two textbooks go with the course: A Career Planning Guide and A Job Search Guide. It is assumed that teachers already have instructional techniques, but they may lack knowledge in the areas of career planning and job search. Thus, these two textbooks provide instructors with any needed support to do with content - the instructor's manual deals with the process.

The Exploring Occupations Kit is a portable file of occupations and their characteristics. For each unit group or cluster of occupations, there is a card that is notched around its edge according to the occupational characteristics of the group or cluster, as listed in Volume II of the CCDO. When a skewer or similarly-shaped object is passed through the hole in a stack of cards for a desired characteristic, all the cards for occupational groups or clusters that fit that characteristic fall out of the pack.

Supplementary materials that can be used with Creating A Career include the Canadian Classification and Dictionary of Occupations (CCDO), Volumes I and II; standardized tests such as the General Aptitude Test Battery (GATB) for aptitudes and the Canadian Occupational Interest Inventory (COII) for interests. (Other interest tests that might be used are Kuder, Holland and Strong-Campbell.) A wide range of occupational information should be available, such as Careers Provinces, Careers Canada, the Canadian Occupational Forecast (COFOR), the Forward Occupational Imbalance Listing (FOIL), the College and University Program Tables, Guidance Centre occupational monographs and college calendars.

In place of the Exploring Occupations Kit, it is possible to substitute the Index to Canadian Occupations (ICO) or CHOICES.

D. Practice and Application:

Exercise 1:

Objective: To identify the needs that Creating A Career fulfills and to outline the process by which it does so.

Materials Required:

1. Flip-chart;
2. Hand-outs provided in this unit on:
   - CAC background - Problems and Needs, Development
   - CAC Curriculum Outline;
   - CAC Program Materials;
3. Complete sets of Creating A Career materials, including at least one Exploring Occupations Kit;

Instructions:

1. Introduce Creating A Career to students as a program that combines three of the stages in the progression traced earlier in the course: identifying possibly suitable occupations, exploring occupational alternatives and job search. Point out that Creating A Career is a curriculum-based program of vocational guidance that is designed primarily for use in secondary schools, many of which offer it as a credit course. Explain that because Creating A Career is a course that can last throughout an entire school year, and because students in the Methods and Materials course by this point have already completed exercises similar to many of those in Creating A Career, this unit will not include a full run-through of the program by students as if they were clients; instead, selected activities from the CAC Student's Workbook will be completed in the context of tracing the vocational development process of Creating A Career.

2. Describe for students the background of Creating A Career, outlining the problems and needs that the program was designed to address, as well as its actual development. Be sure to mention the specific needs of high school students: self-knowledge, knowledge of the world of work, decision-making skills and job search skills. Also mention the problems that existed in vocational guidance programs/activities and the school environment prior to the advent of Creating A Career: the need for an organized program of vocational guidance that would be curriculum-based, actively available and administrable by counsellors and teachers alike. Point out the design criteria that were set for the development of the program: clearly-defined objectives for teaching and evaluation; flexibility to allow for alternate methods of instruction,

varying instructor skills and preferences and the needs of particular areas and groups; an integrated evaluation to allow for the assessment of each student's progress to any point; and the program's useability independently of its developers. Use the flip-chart to help you make your points.

3. Describe for students the content of the Creating A Career curriculum. Start with the Career Planning Section and outline the purpose and content of each unit. Then, do the same with the Job Search Section. Be sure to point out that the two sections are independently useable, depending on the needs of the students who participate.

4. Briefly describe the components of the Creating A Career program, their purposes and the criteria for their development (e.g. minimum of orientation of instructors required, adaptability to a wide range of needs and situations, low cost, portability, simple to understand and use). Use the flip-chart to aid in your explanation as desired.

5. Distribute to students the hand-outs on Creating A Career background, curriculum outline and program materials. Students may refer to these in completing #6 below.

6. Ask students to work individually to create charts of the Creating A Career process of vocational development. They should list the curriculum's units and their content in order. Beside each they should indicate the need(s) of young people (as identified in the hand-out on Creating A Career background) that it addresses. Finally, they should indicate in a third column the correspondence between the Creating A Career process and the career counselling progression traced earlier in this course. (It will not be necessary to list each of the units in the Job Search Section of CAC separately.) When students have finished, ask them to make suggestions as you fill in such a chart on the flip-chart.

7. Lead a discussion of the chart that has just been compiled. (An example follows this exercise.) Any disagreements should be resolved. In particular, discuss the differences and similarities between the CAC process and the career counselling progression outlined earlier in the course. For instance, it is worth noting that the Creating A Career process places greater emphasis on the acquisition of self-knowledge prior to identifying occupational alternatives; it should thus be pointed out that Creating A Career is designed primarily for high school students who are likely to have a particular need for self-exploration and orientation to the world of work before searching for occupations that might fit their needs - use of the Aid in Using the Occupational Exploration Questionnaire from the Index to Canadian Occupations in part constitutes self-exploration at this stage of vocational development. It will also be noted that the Creating A Career process makes use of interest and aptitude tests, which illustrates how they can be integrated into the progression covered earlier in the Methods and Materials course.

8. After the above discussion has been completed, prepare students for the next exercise by explaining that they next will be asked to carry out selected Creating A Career activities in order to acquire hands-on experience with the CAC process for developing self-knowledge and occupational alternatives. For background, ask students to read A Career Planning Guide, Chaps. 1-6.

References:

- Creating A Career Instructor's Manual and Student's Workbook;
- Raymond Breton, Social and Academic Factors in the Career Decisions of Canadian Youth;
- Training Research and Development Station, Vocational Counselling.

CREATING A CAREER/PROCESS AND NEEDS MET

UNIT	STUDENT'S NEEDS MET	STAGE IN PROGRESSION
CP 1 - factors and decisions in career directions	- world of work - decision-making - self-knowledge	self-assessment and identification of possibly suitable occupations
CP 2 - work values	- self-knowledge	
CP 3 - decision strategy	- decision-making	
CP 4 - personal inventory	- self-knowledge	
CP 5 - tests	- self-knowledge	
CP 6 - organizing self-information	- self-knowledge	
CP 7 - identifying occupational alternatives	- world of work	
CP 8 - exploring occupations in depth	- world of work	exploring and assessing occupations
CP 9 - evaluating occupational alternatives	- decision-making	
CP10 - preparation for entry into an occupation	- decision-making	
JS 1-15 - self-analysis, locating jobs, assessing jobs, applying for jobs	- job search skills - self-knowledge	job search

CP: Career Planning Section
JS: Job Search Section

Exercise 2:

Objective: To simulate the Creating A Career method of developing self-knowledge and occupational alternatives by completing selected Creating A Career exercises.

Materials Required:

1. Creating A Career Student's Workbook;
2. Paper and pencils;
3. Exploring Occupations Kit;
4. Flip-chart;
5. Extra needles (skewers, #13 knitting needles, etc.) for keysort.

Instructions: If desired, this exercise can be carried out in two parts, as indicated.

PART I

1. Point out to students that this exercise roughly corresponds to the first stage of the career counselling progression covered earlier - self-assessment and identification of occupational alternatives. Review for students the content of Unit 1 of the Career Planning Section of Creating A Career.

2. Ask students to divide into groups of about five, from each of which one volunteer will play the role of a "retired person". Ask the groups to gather in separate parts of the room so that they will be relatively free from distraction. The groups should then discuss with their respective "retired persons" the careers of those persons from the time they were preparing to leave school until the present. The discussion should be a combination of a short presentation and question-and-answer session, with particular attention being paid to the issues suggested in Group Project 1 of Unit 1 in the Student's Workbook (e.g. critical decision points in the person's career, the nature of the decisions, relative importance of various factors at the time of decisions, order in which the discussions were made, how the various decisions were related to and affected each other). The "retired persons", if they wish, can describe fictitious careers, but the use of their own, even if somewhat altered, is more authentic and works better for the purposes of this exercise. Allow students 15-20 minutes for their discussions.

3. After the group discussions have been completed, ask the "retired person" of each group to explain his/her feelings about the exercise. Did they feel threatened? If so, in what way? Ask for suggestions of how retired persons can be helped in taking part in such an exercise. This should include careful preparation of that person: see "A Checklist for Involving Resource Persons in Creating A Career", copies of which can be handed out to students after this discussion. Mention the advantages of using a retired person for an exercise of this kind (i.e. readily available, finished their careers and thus

able to look back with objectivity and the clarity of hindsight). Mention, as well, the reasons why the school principal or most other members of the school staff should not be asked to talk about their careers (i.e. participants in Creating A Career likely would be threatened by them and an inhibited, unsatisfying discussion could well ensue - the students would know the resource person in his/her work context).

4. Ask the other members of the discussion groups about their feelings about the exercise. Could they see it working? Ask them to describe the decision points of their respective "retired persons", the nature of the decisions, their interrelationships, their relative importance and effect upon each other. (One spokesperson from each group should be sufficient for this purpose.)

5. Briefly run through the activities of Units 2 and 3 of the Career Planning Section of the Workbook. Review the purposes of the two units (i.e. examining why people work and how they feel about it, establishing a strategy for self-exploration - WHAT INFORMATION NEEDED/HOW TO FIND OUT/HOW GOOD IS IT).

6. Point out that one of the ways of finding out about oneself is to compile personal inventories. This is the subject of Unit 4 in the Workbook. Briefly examine with students the activities of Unit 4 (role analysis, self-definition, assessment of interests and past performance, etc.). Point out that, for the purposes of this course on Methods and Materials, these activities will be simulated in a shortened form.

7. Ask students to list three activities that they do away from a work situation (this is to simulate the circumstances of most young people still in school who have little or no work experience). They should be specific. When students have finished listing three activities, ask them to write beside each the skills that they suggest. (Students can think of this in terms of what they do well and are able to do. They should also look for aspects of their activities that they do not do very well.) Ask some students to read out what they put down about one of their activities. Ask other students to suggest skills that may have been missed. Next, ask students to list in two columns what they like and dislike about each of their activities. Once again, ask selected students to read their responses aloud for one of their activities. Next, ask each student to list the character traits that their activities and corresponding skills, likes and dislikes suggest. Ask selected students to read aloud some of the traits that they decided upon and to give reasons based on their likes, dislikes, skills and any extra factors that seem relevant. ("I am ... I am not ..."). See example of personal inventory after this exercise.

8. Ask students what they think about the approach to personal inventory compilation that they just went through. What did they learn from it? For instance, they might point out that it demonstrates that one does not have to have worked to have experience that would be useful in the labour market - all activities demonstrate skills and interests and provide experience; in addition, going over more than one activity for likes, dislikes, skills and other aspects can reveal patterns of interests and abilities. Point out that compiling personal inventories in the above way is likely to be especially useful for students, who often have little or no work experience, since it demonstrates that everyone has experience. It also suggests a broader definition of work. Mention, as well, that identifying personal characteristics is a good basis to go on to testing for interests and aptitudes, at which point the results can be compared with the personal inventory and an accurate self-concept can be developed.

9. Point out to students that, once one has compiled a personal inventory, a more objective measure of one's characteristics can be used to give one more information about oneself and to express one's characteristics in terms that are commonly used to describe occupations. It is here that occupational qualifications from the CCDO are introduced and tests are administered for interests and aptitudes. In Unit 5, tests and checklists based on the CCDO factors are completed. Students in this Methods and Materials course have already covered the CCDO, so there is no need for lengthy explanations of the factors; however, a few notes about tests and checklists are in order.

10. In explaining the use of tests and checklists, you might find it useful to draw a grid, such as the one that follows this exercise, and fill it in as you go. You can refer to the notes that also follow this exercise for the points that should be made.

11. As an example of self-assessment in Creating A Career, ask students to complete Individual Project 1 (Interests) in Unit 5 of the Career Planning Section of the Student's Workbook.

PART II 12. Point out to students that Unit 6 involves organizing all the information that one has gathered in Units 4 and 5. Users list the characteristics that they feel will broaden their alternatives and those that will restrict them. Ask students to suggest some characteristics that would tend to broaden occupational alternatives and some that would tend to restrict them. Examples of characteristics that tend to broaden alternatives are any aptitudes for which a person is in the top 10%, high GED and SVP levels and toleration for any of the physical activities. Examples of restricting characteristics are acceptance of indoor work only or willingness to attain only a relatively low GED level.

13. After self-information has been organized, priorized and coded, characteristics are matched with occupations in Unit 7. First, users are asked to generate occupational alternatives based on their own personal knowledge of occupations. Ask students to take one of the interest factors that they chose in Unit 5, Individual Project 1 and to list any occupations that they can think of that would fit it. After students have done this, ask for comments. The most likely is that they couldn't think of very many occupations.

14. Demonstrate to students how the Exploring Occupations Kit (keysort) works. Point out the way each card in the set has all the factors marked around the edge, with notches for the factors that fit the occupation group on the card and holes where factors do not fit. Show how to search for a given factor, pushing the needle through the holes for that factor on 20-30 cards at a time and letting cards fall out - these are the ones that fit the factor in question. This is done for each factor for which one wants to search in the order that was decided upon in Unit 6.

15. Ask students to form groups of six. Give each group an Exploring Occupations Kit and some extra needles. Ask for one person from each group who will search for occupations according to the priorized list of interests that s/he obtained in Unit 5. Each of those who have not volunteered to do a search will take part by taking one-fifth of the cards in the kit and one of the needles to do the actual sorting for the volunteer. Ask the searcher in each group to announce to their helpers the factor for which s/he wants to search. The helpers should then sort their cards in batches of about 20-30, putting aside the cards that do not fall out. They then should read aloud the titles of the occupations that fell out so that the searcher can note down those that are of interest. (This may be a little time-consuming, but it involves all participants and continually exposes them to more occupation titles. Ask the groups to repeat the process for one more factor, using the entire set of cards so that the occupations that also fit the first factor will be repeated. (Alternatively, the second sort can be done using only the cards that did not fall out the first time - this may take less time.) Be careful to point out that the order of the cards themselves when they are being sorted never matters. Also watch out for and discourage instances where the alternatives that come up for a given student are ridiculed or made fun of by others (e.g. sex-typing of certain occupations).

16. Explain to students that there normally would be up to 5 or 6 sorts, after which the searcher would read through the cards that fell out or the CCDO listings for the occupations they represent to eliminate some so that they will be left with a manageable list to explore further.

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17. Explain to students the following variations on the use of the Exploring Occupations Kit:

(a) sequential sort
- the cards that fall out on the first sort are kept, while all others are put away;
- only the cards that fell out on the first sort are sorted for the second factor, and so on;
- the drawback is that this method reduces alternatives very quickly and the cards with which one is left are only those that fit all factors used perfectly.

(b) negative sort
- after sorting for one factor for which a large number of cards fall out, the number of those cards can be reduced by searching on one of the restrictive factors and discarding the cards that fall out.

18. Now that students have (a) generated occupational alternatives based on their own knowledge of occupations and (b) used the keysort kit to find occupational alternatives, ask them to compare the two methods. What are the advantages of each? Students may suggest:

generating occupations using one's own knowledge base:

- demonstrates the need for something better (e.g. the keysort, ICO or some other means);
- can be used again any time, since one is not likely to always have easy access to a keysort kit;

using the Exploring Occupations Kit (or other similar tools):

- generates a greater number of occupational alternatives (there are 500 cards in the keysort kit);
- corrects misinformation about occupations (i.e. some occupations that come to light may be surprises and were not expected to fit a given factor, or it may be a surprise that certain occupations did not come up.

19. Prepare students for the next exercise by explaining that it will involve the Creating A Career approach to occupational exploration and decision-making. For background, ask students to read A Career Planning Guide, Chapters 7-10.

References:
- Creating A Career Instructor's Manual;
- Creating A Career Student's Workbook.

A CHECKLIST FOR INVOLVING RESOURCE PERSONS IN CREATING A CAREER

Deciding to involve a resource person

Determine if use of a resource person is the best way to achieve the desired objectives.

1. Relationship to objectives -- provides a necessary learning experience not available in the classroom.
2. Consider using recordings of presentations made by prior resource persons as an alternative (be sure to check that information is up-to-date and appropriate).
3. Consider pre-recording by a student committee for playback to class as an alternative (planning and student maturity are needed for this alternative).
4. Qualified in-school and/or community resource persons are available.
5. The resource persons are able to carry on a meaningful discussion with students.
6. Students have the ability to learn from resource person's presentation.
7. Sufficient time is available for selection, planning and evaluation should a resource person be used.

Selecting the resource person

1. A community resource directory is consulted where available -- consider both in-school and community resource persons.
2. Students and instructor work cooperatively to identify several choices for a resource person.
3. Avoid over-use and non-use of qualified persons.
4. Alternative choices are kept for back-up in case resource person selected should not be available.

Planning for involvement of a resource person:

The resource person is contacted to schedule a planning meeting with the instructor to coordinate and/or reach agreement on the following:

1. Objectives to be achieved are provided in writing to the resource person.
2. Experiences to be included during the visit are agreed upon.
3. Date, time and location of the presentation are provided to the resource person in writing. The length of the presentation is mutually agreed upon.
4. Instructor obtains basic information about resource person to use in introducing him/her to class.

5. Instructor provides the resource person with basic information about the class -- size, age and grade level, previous career education experiences, special interests, etc.

6. Instructional techniques to be used in the presentation are agreed upon.

7. Materials and equipment needed by the resource person are determined.

Class planning and preparation

1. Related class activities are scheduled prior to the resource person's visit.

2. Discussion questions are developed cooperatively by students and instructor.

3. Students are provided with final details of the visit, basic data on resource person and any background materials on the topic to be covered.

4. Students are prepared to operate the equipment if the presentation is to be recorded for future use.

On the day of the visit

1. Necessary materials and equipment are on hand and in proper working order.

2. A telephone call is made to the resource person to check last-minute details and serve as a final reminder.

During resource person's presentation

1. Resource person is introduced to the class.

2. Instructor provides planned for materials and equipment and assumes agreed upon role.

3. Students record presentation if appropriate.

4. Students take notes and participate in discussion.

Follow-up

1. Class activities related to the resource person's presentation are subsequently undertaken.

2. Student appointee or instructor writes thank-you note.

3. Any recording of the presentation is classified and filed for future use.

Evaluation

1. Evaluation data are obtained from students, instructor and resource person and then summarized.

SUGGESTIONS TO RESOURCE PERSONS FOR EFFECTIVE PRESENTATIONS

Content

1. Have an interesting opening to help establish initial rapport with students.
2. Have a few "barameter" questions ready for determining how much the group already knows about the subject and to involve them immediately.
3. When using a specific example for further clarification, select one which might have been experienced by the students. Talking down to the students is as undesirable as talking over their heads.
4. The extensive use of dates or statistics should be avoided whenever possible. They cloud the main ideas and are not retained by the students.
5. When introducing what you think might be unfamiliar terminology, take time to write the word on the chalkboard. If you ask students, "Do you know what __________ means?", they will often say "yes" when, in reality, they do not.
6. Visual materials (slides, charts, diagrams, etc.) should be incorporated into your presentation whenever possible.
7. Plan a presentation which does not "preach" but allows students to draw some conclusions on their own.

Length

1. The length of your presentation should be governed by the age and experience of students. Presentations without visual aids should be shorter than those that provide a variety of instructional materials.
2. If your audience is getting restless during the question and answer period following your presentation, take the initiative to stop any further questions immediately or say, "I'll have time for two more questions".

Delivery

1. An effective presentation should not be rushed. The content should not be so extensive that this would be necessary. Give the students the feeling that you want to spend the time with them.
2. Try to involve your audience whenever possible by directing questions to them or asking for their assistance in demonstrations, etc.
3. Do not read your presentation material.
4. The attention of your audience will be improved if you maintain eye contact with them so that they feel you are speaking to them personally.

5. It is advisable not to distribute materials during your presentation as this draws attention away from you. Time should be allowed at the end of the session for students to see things.

After your presentation

1. Include your suggestions for how your experience could have been improved and your suggestions for other information that should be included on the evaluation form you receive and return it to the instructor.

EXAMPLE OF PERSONAL INVENTORY APPROACH

Activity: Amateur radio operator

Done Well

- speak clearly
- keep detailed record of radio contacts
- hear clearly
- understand Morse Code
- make fine adjustments to settings, instruments and small parts
- learn about and use electronics
- provide emergency communications

Not Done Well

- identifying colour-coded transistors and other radio components (colour-blindness)

Like

- speaking with many people from a variety of places
- working with hands
- doing a technical activity
- taking part in group activities with other operators

Dislike

- routine of keeping regularly scheduled radio contacts
- too much time sometimes required

I AM ... precise, communicative, technical, able to work alone
I AM NOT ... people-oriented (in person), rigid in planning my time

TESTS/CHECKLISTS GRID

TOPIC	TESTS	CHECKLIST
Interests	COII Kuder, Strong-Campbell OVIS	x
Aptitudes	GATB DAT	x
Physical Activities	no test	x
Environmental Conditions	no test	x
Temperaments	no test	x
General Educational Development (GED)	no test	consult table in CAC Unit 5
Specific Vocational Preparation (SVP)	no test	consult table in CAC Unit 5
Data/People/Things (DPT)	no test	self-rating by high-medium-low

NOTES ON TESTS AND CHECKLISTS

The following points should be noted about tests and checklists that are used as part of the self-exploration in the Career Planning Section of Creating A Career:

1. Interests - Tests - Canadian Occupational Interest Inventory (COII): This test is simple, but useful. Users are asked to choose between two sets of activities in indicating their work preferences. There are 70 such questions. Answers are analyzed to determine dominant interests. COII tests for CCDO interest factors. It's a good teaching tool.

   - Kuder, Strong-Campbell, Ohio Vocational Interest Survey (OVIS): These tests are commonly used, but their results have to be converted to CCDO factors for use with Creating A Career.

   Checklist - self-assessment included in Creating A Career

2. Aptitudes - Tests - General Aptitude Test Battery (GATB): The results of GATB can be converted to CCDO Aptitude levels easily, but Eye-hand-foot coordination and Colour discrimination, which are used in the CCDO, are tested by GATB. Only teachers and counsellors who have been certified to use GATB can administer it.

   - Differential Aptitude Test (DAT): This test requires a conversion of its results to CCDO levels and codes.

   Checklist - self-assessment included in Creating A Career; can be used:

     - if students have a low reading level;
     - if tests are unavailable;
     - in addition to tests.

   If the students can understand the factor, s/he can assess whether s/he has that aptitude and at what level; but, there is a tendency for people to underestimate the levels of their aptitudes in self-assessments.

3. Physical Activities - There is only a checklist. Users are asked to indicate their preferences and capacities.

4. Environmental Conditions - There is only a checklist. Users are asked to indicate their preferences and capacities. Few people would actually prefer most environmental conditions, but those that are acceptable may be indicated (e.g. lack of allergies would permit work in the presence of fumes, odours, dust and/or poor ventilation).

5 Temperaments - There is only a checklist. Self-assessment of temperaments is often very difficult; it is perhaps more important to eliminate the situations to which one could not adjust, but some positive preferences are desirable. The aim is to choose the work situations for which one has the capacity to adapt.

6. General Educational Development (GED) and Specific Vocational Preparation (SVP) - There are tables from which users choose the levels of education and training that they (a) currently possess and (b) are willing to or expect to attain.

7. Data-People-Things (DPT) - There is a checklist to assess this category. Instead of rating themselves for data, people and things relationships that they would want in their work on the CCDO's 9-point scale, users simply indicate whether they are interested or capable of working with data, people and things at high, medium or low levels.

Exercise 3:

Objective: To outline the Creating A Career approaches to occupational exploration and decision-making.

Materials Required:

1. Creating A Career Student's Workbook;
2. Paper and pencils;
3. Flip-chart.

Instructions:

1. Explain to students that, once occupational alternatives have been identified, the next step is to gather detailed information about those alternatives in order to come to an occupational decision. Just as this sequence was followed with other programs and tools earlier in the course, so it is followed in Creating A Career. However, it should be made clear that the aim in Creating A Career is not so much to make an actual occupational choice as to acquire the skills and strategy that can be used to do so at a later date.

2. Point out that Unit 8 of the Career Planning Section of Creating A Career involves the development of strategies for gathering occupational information. The model used for producing such strategies is the same one that was used earlier in Creating A Career to develop strategies for self-exploration:

   WHAT DO I NEED TO FIND OUT?
   HOW CAN I FIND OUT?
   HOW GOOD IS THE INFORMATION?

3. Ask students to work individually for 5-10 minutes to write down what kinds of information one would need to know about an occupation in order to decide whether to pursue it. After students have had some time to work on this question, ask for suggested answers and write them on the flip-chart. Suggestions might include: duties; wages; hours and shifts; future job prospects; location; educational requirements; training requirements; advancement possibilities; seasonality; licensing and certification requirements; benefits; environmental conditions; physical activities; significant abilities; professional or union requirements; security; future retraining - will it be necessary and, if so, will it be provided? bonding; health requirements; type of work associates; travel; transfer possibilities; independence; personal demands (work and non-work).

4. Mention the importance of Creating A Career participants generating their own lists of the kinds of information they wish to find out about their occupational alternatives. Such lists are reflections of what is genuinely important to them in

their future work; in creating their lists, they must analyze their needs and desired satisfactions, something they may not bother to do if they are simply given a prepared list of kinds of occupational information. Point out that Individual Project 1 of Unit 8 suggests that participants review the self-information that they compiled earlier to help them identify the kinds of information about occupations that they want to find out most. Creating A Career participants also generate these lists under two headings: "Information Required to Determine Likelihood of Satisfaction" and "Information Required to Determine Likelihood of Success".

5. The lists of information about occcupations that Creating A Career participants generate are usually shorter than the one given in #3 above. Point out to students that the kinds of information listed by CAC participants constitute the criteria that they have chosen as important in comparing and assessing occupational alternatives. Thus, the next task in Creating A Career is to develop from the lists of kinds of information questions to be asked consistently when studying occupations. In a class discussion, CAC participants identify major "people" and "media" sources of occupational information, the advantages and disadvantages of each and ways of locating information using these sources. This is followed by a group project on evaluation of the quality of occupational information from different sources. Draw student's attention to the questions contained in Group Project 1 of Unit 8. Point out that the following issues are raised: how current the information is; geographic relevance; relevance of the source's purpose; advantages and disadvantages of the work described; evidence to support statements; sufficiency of information; and readability. Explain that Unit 8 is concluded by a tour of the school's library of occupational information.

6. Ask students to suggest possible sources of occupational information. They probably will mention publications such as the CCDO, Careers Provinces, Careers Canada, etc.; people in particular occupations; unions and professional associations; employers; visits to work settings; and computer-based vocational guidance systems. List these on the flip-chart as they are suggested. Point out that certain of these sources (e.g. publications) are more readily available than others. Mention the advantages of field trips that might be used in conjunction with Creating A Career: contact with the work, itself, is direct and more beneficial for students who are not print-oriented than are publications.

7. Explain that in Unit 9 of the Career Planning Section of Creating A Career, participants locate and record information about three occupations. The alternative occupations then are evaluated on the basis of what has been discovered about them. On the flip-chart, draw an occupational evaluation grid such as the one that follows this exercise. Point out that the first column contains the questions that the student decided to ask about each occupation in Unit 8. The other three columns are for each of the occupations being explored; in those columns, the occupations are rated on each of the questions and assigned points as follows: 3 criteria well-met; 2 criteria fairly well-met; 1 criterion met only slightly; 0 criterion not met at all. Similar rating scales also can be used. Two of these grids are completed - one to assess likelihood of satisfaction in the occupations and the other to assess likelihood of success. Certain students place more importance on satisfaction (risk-takers) while others place more importance on success (non-risk-takers) when it finally comes down to concluding which occupation(s) is the most attractive. Be sure to point out, however, that many students are not ready to make an occupational choice at this stage; but they prefer to receive individual counselling to assess their progress and to determine what additional steps need to be taken before choosing an occupation, including redoing certain parts of the course.

8. To give students hands-on experience with this procedure, ask them to take three of the occupations that they explored earlier in the Methods and Materials course; three kinds of information that they would consider especially important in assessing occupations; and the information that they gathered on their Occupational Exploration Record Sheets or found on Careers Provinces fact sheets. They should then set up a grid as you just demonstrated and score the occupations according to the three criteria chosen. They can rate their occupations in terms of likelihood of satisfaction, likelihood of success or simply general acceptability.

9. Explain to students that Unit 10 involves exploring ways of entering occupations. The same WHAT/HOW/HOW GOOD model is used to find and assess information of preparation for entry into occupations. The focus is on education and training and the entry routes considered are university, community college/technical institute, vocational/trade school, apprenticeship and on-the-job training. Resource persons from the community are invited to take part in panel discussions. Students are encouraged to take note of sources of information about education and training opportunities and to examine the ways in which various education and training programs and routes can affect occupational options. Explain that this unit is not always appropriate, depending on the circumstances of the class involved, but that it is included to cover the next logical step after an occupational choice: preparation through education and/or training.

10. Prepare students for the next exercise by explaining that it will involve the Creating A Career approach to the development of job search skills. For background, ask students to read A Job Search Guide, especially chapters 1-4 and 10-12 (the material in chapters 5-9 is very similar to material covered earlier when studying Creative Job Search Technique).

References:
- Creating A Career Instructor's Manual;
- Creating A Career Student's Handbook.

EXAMPLE OF AN OCCUPATIONAL EVALUATION GRID

CREATING A CAREER

Question	Occupation 1	Occupation 2	Occupation 3
duties	2	3	2
advancement possibilities	1	2	2
wages	2	2	3
future outlook	3	2	2
independence	2	3	2
educational requirements	2	3	1
geographic location	1	3	2
	13	18	14

Exercise 4:

Objective: To outline the Creating A Career method of developing job search skills.

Materials Required:

1. Creating A Career Student's Workbook;
2. Flip-chart;
3. Paper and pencils

Instructions:

1. Point out to students that the Job Search Section of Creating A Career can be used independently from the Career Planning Section, but that it is more frequently used following the earlier section. For one thing, once one has made an occupational choice and preparations for entry, the next logical step is to find out how to go about finding a job in the occupation; for another, the two sections given together constitute a full year's course, which is convenient in those schools that give credit for Creating A Career.

2. Explain to students that much of the Job Search Section will be familiar, since there are many similarities with Creative Job Search Technique. Consequently, certain points will be covered here only briefly.

3. Ask students to turn to Unit 1 on the Job Search Section in the Student's Workbook. Describe the process of self-analysis that is carried out in the individual projects in that unit. Ask students to compare such analysis with the self-exploration of the Career Planning Section. Among the points that should be mentioned is that the self-analysis for job search purposes is oriented to the present and what one has to offer to an employer now; while the self-exploration for career planning focuses on factors that can be changed and that will affect long-term career satisfaction.

4. Remind students that one of the steps in Creative Job Search Technique was to study the labour market. This is also done in Creating A Career. Point out that in Unit 2, participants take part in discussions and listen to guest speakers to establish that there are jobs to be had, how job openings come about, what employment trends exist locally and whether there is a possibility of creating one's own job.

5. Explain to students that Units 3-6 explore the question of how to find job openings. The activities are quite straightforward and deal with how to use classified ads, employment agencies, school placement offices and personal contacts in finding jobs. Point out that these units aim to establish awareness of the resources available to assist one in finding job vacancies, including the people one already knows who might be in positions to help.

6. Explain to students that Unit 7 examines employer expectations of their employees and what employees in turn can expect from working. Ask students to complete Individual Projects 1-3 in Unit 7 in the Workbook. When they have finished (it should take only a few minutes), ask them what they thought of the three projects and what they may have noticed that would be useful for CAC participants. The variety of work habits and performances that employers may expect and of the expectations that an employee can have about a job should be mentioned, since this demonstrates for users the importance of work behaviour and expectations in finding the right job and demonstrating to employers what one has to offer.

7. Suggest to students that to find the right job, not just any job that might come along, it is necessary to gather information about each potential job and potential employer. How would they go about it? Someone may suggest the same model that was used in the Career Planning Section: WHAT DO I WANT TO KNOW? HOW CAN I FIND OUT? HOW GOOD IS THE INFORMATION? What sorts of things would one want to know? Write students' suggestions on the flip-chart. They may include some of the things that could be used in evaluating occupations in the Career Planning Section: hours, wages, qualifications, duties, advancement possibilities, etc. - after all, what is true of an occupation in general may not always be true of the specific jobs in the occupation; one would also want to know some things about the employer: working conditions, training opportunities, what the company does, hiring practices, vacation and other benefits, etc. Ask students how they could find out such information and list their responses on the flip-chart. They may suggest:

- the employer
- customers and associates
- manpower counsellors
- unions
- visiting premises
- newspapers
- government statistics
- stock market reports
- the job advertisement
- present and past employees
- school counsellors
- private employment agencies
- Chamber of Commerce
- yellow pages
- company reports
- trade journals
- city and business directories

Draw students' attention to Unit 8 of the Job Search Section of the Workbook. Point out the approach used in investigating jobs, the choosing of questions to ask about a job and an employer, identifying key questions, and practising an interview of someone who has information about an employer and a job. Briefly go over Unit 9, pointing out the importance of matching job requirements with the qualifications that one possesses; and that assessment of qualifications is a simple matter of comparing one's own with those required for the job in the areas of education and training requirements, experience, personal qualifications and benefits. As an example, ask students to complete Individual Project 4 of Unit 9 in order to assess whether a job would be satisfactory in terms of what they would want to get out of it (wages, vacation, medical plans, fringe benefits, supervision, hours, duties, future prospects, etc.) Discuss any questions that arise.

8. Briefly review with students Units 10-12, which cover résumés, covering letters, letters of application and application forms. Stress that the point of these tools is to convince the employer that s/he should interview the applicant. As a group, complete with students Group Project 2 of Unit 10.

9. Point out that Unit 13 covers in some detail telephone contacts with employers. Point out that this method of contact has become popular among employers and so a good telephone manner and the ability to communicate the relevant information concisely is becoming increasingly important. Mention, however, that employers sometimes use this method to screen out applicants on criteria that may have nothing to do with a person's suitability for a job (e.g. sex, age). The point with telephone contacts, though, is the same as with résumés, letters of application and application forms: to convince the employer to interview the applicant.

10. Point out to students that Units 14 and 15 are concerned with job interviews. Unit 14 deals with preparation for interviews, how to go about it, errors often made by job applicants in interviews and examining sample interviews (on tape) to determine what might be improved about the applicant's technique. Included are such things as what the applicant should know about himself/herself, the employer and the job; what to expect; and how to conduct himself/herself. In Unit 15, participants get a chance to practise their interview skills in role-playing situations and then to have an actual job interview. Note that this part of Creating A Career concentrates on the critical incidents of an interview, such as entry, information-gathering, clarity of expression, positive responses, attentiveness, exposition of selling points, reaction to job offer (or lack thereof) and manner of departure. This is slightly different from CJST, for example, in that it does not deal with the whole interview, but with its stages. Ask students to form groups of three, in which one person will play the role of a job applicant, one of an employer and one an interview-evaluator. Ask the groups to go to separate parts of the room (if there are small rooms or cubicles available, all the better) to role-play three of the interviews outlined in Group Project 1 of Unit 15 of the Students' Workbook - they can choose any three of the 6 role-plays, but they should rotate roles so each person has had a chance to be employer, job-seeker and evaluator. Afterwards, lead a discussion of preparation for interviews and interview behaviour, including any questions that students may have to raise.

11. Prepare students for the next exercise by explaining that it will cover issues of implementation that are involved with the use of Creating A Career by counsellors/teachers with high school and other students.

References:

- Creating A Career Instructor's Manual
- Creating A Career Student's Workbook.

Exercise 5:

Objective: To identify decisions and plans that are required to implement Creating A Career in a school.

Materials Required:

1. Flip-chart;
2. Paper and pencils.

Instructions:

1. Point out to students that Creating A Career is adaptable to a number of situations and it may not always be appropriate, depending on the needs of the people who take the course and other factors.

2. List on the flip-chart the three variables that should be considered in deciding whether Creating A Career will be an appropriate program for a given school:

   - objectives of the program, institution and/or course; is it among the objectives to enable students to develop career plans and to carry out effective job searches? Can Creating A Career meet the objectives of the program, institution or course under examination?

   - students' need;
     do students require career planning and job search skills?
     to what student population should Creating A Career be aimed? Define (e.g. Grade 12).
     to what characteristics of students should the program be adapted? (e.g. in terms of reading level, readiness for career planning and implementation, experience with other programs).

   - environment;
     - time, schedules
     - budget
     - expertise of instructors
     - facilities and supplies
     - acceptance by administrators

   Lead a discussion of the variables involved in deciding to adopt Creating A Career. If possible, ask students to describe the applicability of Creating A Career to their own schools.

3. Suggest to students that educational programs often wither away because of a lack of maintenance. Ask students to mention steps that must be carried out to install a program such as Creating A Career in a school and to keep it going as an active and effective program. List students' responses on the flip-chart. The following points should be mentioned and discussed:

- acqusition of materials (both CAC and support materials); - orientation of other instructors and school staff (upon each of whom the decision to implement Creating A Career will have an effect - students will be going outside the classroom to carry out many of their activities and others will need to know what is going on);
- scheduling of Creating A Career in the school timetable of classes;
- making students aware of the availability of Creating A Career;
- enrolling students

Suggest to students that the above constitutes a cycle that will maintain Creating A Career as an active program in a given school, if continued. Materials have to be replaced (e.g. the Student's Workbook); school staff should be kept up-to-date and new staff oriented; CAC should continue to be scheduled in the school timetable; and new students should be solicited and enrolled. Mention that the following model can be used to orient other school staff:

- creation of awareness of Creating A Career;
- development of interest in Creating A Career and what it can accomplish;
- development of commitment to Creating A Career as an important part of the school's curriculum;
- stimulation of action to assist in Creating A Career (e.g. when students are working outside the classroom on information-gathering activities or when panel discussions take place).

Suggest that, after the first year or two, another instructor could take over running the course, since it is not necessary to be a guidance counsellor to do so. This would involve other instructors in the program and relieve the original counsellor/instructor for other activities, if necessary.

The following points are also important in the implementation of Creating A Career and should be mentioned:

- arrangements for adequate physical resources (e.g. a classroom that will accommodate activities by the class as one group or as several smaller groups, as well as individual activities; moveable tables and chairs; shelving for instructional materials; a blackboard or flip-chart);
- arrangement for someone, who is certified to do so, to administer the General Aptitude Test Battery for use with Unit 5 of the Career Planning Section;
- arrangement for resource persons where appropriate (e.g. the retired person for Unit 1 of the Career Planning Section);

- self-preparation (attending an instructor orientation program, reading all CAC materials, practising with the Exploring Occupations Kit).

Discuss any questions that may arise.

Reference: - Creating A Career Instructor's Manual

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Evaluation:

- Can you describe the needs that Creating A Career fulfills, including the situation of vocational guidance in schools to which Creating A Career responded?
- Can you outline the process by which Creating A Career fulfills the needs it was designed to meet?
- Can you outline the Creating A Career method of developing self-knowledge and occupational alternatives?
- Can you carry out occupational exploration and decision-making using the Creating A Career approach?
- Can you outline the Creating A Career method of developing job search skills?
- Can you describe the decisions and plans that are required to implement Creating A Career in a school?

APPENDIX A

SECTION TESTS AND EXIT EXAMINATION

Note to Instructors:

What follows is a set of tests and a final examination for use with the course on "Methods and Materials of Vocational Counselling".

Each of the tests corresponds to one of the sections in the course and in the Instructional Manual. These tests should be given at the end of the sections to which they correspond, with one exception: if the section on CHOICES (Section V) is given to different groups of students in turn while another section is being given simultaneously, as outlined in the Instructional Manual, it may be expedient to delay administering the test for those sections until all students have completed all of the sections that are taught concurrently. For example, if the class is divided in two, one group taking CHOICES while the other takes Creating A Career, neither group should be tested until it has completed both units.

The final examination, of course, should be given when students have completed all sections and tests.

The suggested value of each question in each test and exam is indicated in the right-hand margin of the test papers. Each section test has questions that total 100%, but it is recommended that these tests together should count for 60% of the final grade in the course - 10% each. The final examination also has questions that total 100%, but its weight in the final grade should be 40%. In order to demonstrate competence in all stages of the course, students should be expected to pass each of the section tests in addition to achieving a passing grade in the course overall. Such a passing grade, it is recommended, should be 60%.

A Guide to what is expected of students in response to each of the questions in the tests and in the final examination is provided, as are any special materials that are required for the exercise in the final examination.

METHODS AND MATERIALS OF VOCATIONAL COUNSELLING

SECTION I - TEST

1. List and define six categories of characteristics that are used in the Index to Canadian Occupations for self-assessment by clients. 30

2. From the following list of characteristics used in the ICO, identify the category from which each is taken:

   (a) Work that is done near noise or vibration.
   (b) Doing work where you can see clearly and immediately the results of your efforts.
   (c) Vocational/trade school or institute of technology (1 year or less in length).
   (d) Business contact with people - in things like organizing, interviewing, persuading, selling, giving information and supervising.
   (e) Communicate information to others by speaking accurately and clearly.
   (f) See slight differences in shape, size and detail of objects or pictures.
   (g) Work which is done in situations where there is a definite risk of injury.
   (h) Duties that are repeated often and regularly according to set procedures - regular, uncomplicated routine.
   (i) Influencing people's opinions, attitudes and judgements about ideas or things.
   (j) Work quickly and accurately with numbers. 10

3. Outline three steps in the process involved in using the Index to Canadian Occupations, identifying the components of the system that are used at each step. 30

4. Outline the points that a counsellor should make in introducing the Index to Canadian Occupations to a client. 20

5. List and explain two ways in which the data obtained by using the Index to Canadian Occupations can be interpreted in light of the user's particular needs. 10

METHODS AND MATERIALS OF VOCATIONAL COUNSELLING

SECTION II - TEST

1. List ten kinds of information that one might need to obtain about occupations in order to choose one to pursue. 20

2. Publications are one possible source of information about occupations. List four others. 8

3. List six publications that contain information about occupations and describe the kind(s) of information in each. 24

4. List two tables that can be used to access certain publications of occupational information according to the occupational groups or clusters used in the Index to Canadian Occupations and indicate the publications that can be accessed through each. 5

5. From the following Qualification Profile, interpret the characteristics of the occupation it represents. 10

BIOLOGISTS AND RELATED SCIENTISTS

Aptitudes											PA	EC	GED	SVP	Ints.	Temps.
G	V	N	S	P	Q	K	F	M	E	C						
1	1	1	2	2	3	3	2	3	5	3	S47	I6	6	8	781	09Y1
		2	1	1		2	3			2						

6. When given the name of an occupation and a short description, how would you find its listing in the CCDO? 5

7. List five kinds of self-knowledge that a client would need in order to properly assess information about occupations. 10

8. Outline a process for comparing and assessing information about occupations in order to choose an occupation to pursue. 8

9. List five roles that a counsellor can play in guiding a client through the process of occupational exploration. 10

METHODS AND MATERIALS OF VOCATIONAL COUNSELLING

SECTION III - TEST

1. List five categories of factors that affect employment readiness and give an example of each. 20
2. List and describe three components used by clients when going through the PLACE system of employability assessment. 12
3. Outline the process that is followed when using PLACE and illustrate with a diagram. 30
4. List three kinds of clients who can benefit from PLACE. 6
5. List four roles that a counsellor can play in helping clients to use PLACE. 12
6. Outline the points that a counsellor should make in introducing PLACE to a client. 20

METHODS AND MATERIALS OF VOCATIONAL COUNSELLING

SECTION IV - TEST

1.	List and describe four areas of importance to be considered when developping job search skills.	20
2.	Describe the sequence of CJST sessions.	50
3.	List six roles of a CJST group leader and, for each, give one strategy for its achievement.	30

METHODS AND MATERIALS OF VOCATIONAL COUNSELLING

SECTION V - TEST

1. What stages of the career counselling progression can be fulfilled using CHOICES. 4
2. Outline the structure of the information in CHOICES and the routes by which it can be accessed. 15
3. List 15 topics about occupations that are used in the CHOICES system. 15
4. Describe the process by which CHOICES is used to examine the world of work, identifying the components or access routes that are involved at each step. 20
5. In CHOICES, what is the difference between related and similar occupations? 6
6. Why is it important for a client to know the order in which topics chosen are important to him/her when using CHOICES? 10
7. Outline the main points of the CHOICES counselling process, illustrating with a diagram if desired. 30

METHODS AND MATERIALS OF VOCATIONAL COUNSELLING

SECTION VI - TEST

1. What stages of the career counselling progression can be fulfilled using Creating A Career? 6
2. Describe the problems and needs in response to which Creating A Career was developed? 20
3. Explain the decision-making strategy that is used throughout Creating A Career. 9
4. Outline the Creating A Career process of career planning, indicating how the decision-making strategy is applied. 30
5. Describe the skills that Creating A Career teaches students to enable them to find jobs. 20
6. Outline the decisions and plans that are required in implementing Creating A Career in a school. 15

METHODS AND MATERIALS OF VOCATIONAL COUNSELLING

FINAL EXAMINATION

PART I

1. List four stages in the process of finding an appropriate and satisfying career. For each of the four stages, indicate the tools and programs that can be used. 20

2. Outline the ways in which a computerized system covered in this course can be used to examine career possibilities. 20

3. Describe the process involved in a vocational guidance program covered in this course that has been designed for use in schools. 20

PART II

4. After you have completed the questions in PART I, your instructor will ask you to complete an exercise that has been designed for this examination. S/he will provide you with all necessary instructions and materials. 40

METHODS AND MATERIALS OF VOCATIONAL COUNSELLING

EXIT EXAMINATION/FINAL EXERCISE

Objective: Given information about a client's work needs, background and present situation, to identify possibly suitable occupations; gather and assess occupational information in order to make an occupational choice; assess the client's employment readiness in the chosen occupation and formulate a plan of action to overcome a barrier to employment; and to prepare for a job application by constructing a résumé.

Materials Required:

1. A list of characteristics chosen from the Occupational Exploration Questionnaire of the Index to Canadian Occupations (these should be carefully chosen for consistency);
2. A list of 6-8 occupational clusters that fit one or more of the chosen characteristics;
3. A biography of a fictional "client", indicating priorities for work conditions, circumstances that suggest potential barriers to employment and general background of qualifications, experience and activities;
4. Grid-Aid to Occupational Choices;
5. Six ICO booklets of occupation lists;
6. Sets of Careers Provinces fact sheets;
7. Sets of Careers Canada;
8. Sets of CCDOs, Volumes I and II;
9. Copies of FOIL and COFOR;
10. Sets of the College and University Program Tables;
11. PLACE: Workbook
    Sourcebook on Working
    Directory to Employment-Related Programs and Services;
12. Occupational Exploration Record Sheets.

(Except for Nos. 1-3 and 12, students should already have the above materials; it might be necessary to distribute additional grids.)

Instructions:

1. Give students the list of characteristics chosen from the Occupational Exploration Questionnaire and the list of occupational clusters. Ask them to complete a Grid-Aid for the characteristics provided, using only the listed occupational clusters as possibilities. Designate one characteristic as "indispensable" and one Physical Activity or Environmental Condition as "to be avoided". Ask students to determine the two occupations that appear to be the most suitable on the basis of the information they have so far, marking them on their completed Grid-Aids.

2. Ask students to compile information on the two occupations identified in #1 above, using Occupational Exploration Record Sheets and the published sources of information provided.

3. Give students copies of the biography of the fictional "client". Ask them to assess the two occupational alternatives that they are working with in terms of how well they suit the "client's" situation and requirements, putting a checkmark on the front of the OERS of the occupation upon which they decide.

4. Ask students to complete an employability assessment for the occupation they chose in #3 above, on the basis of information found in the biography of the "client". They should deal with any barriers to employment as the system prescribes, writing down all steps and conclusions.

5. Ask students to prepare a résumé for the "client" on the basis of information found in the biography and on the assumption that the "client" is applying for a job in the occupation chosen in #3 above.

6. Students should complete this exercise individually and pass in all completed Grid-Aids, OERS's, employability assessments and résumés. The lists of characteristics and occupational clusters, as well as the biography of the fictional "client", should be returned.

EXIT EXAMINATION/FINAL EXERCISE/SAMPLE LIST OF CHARACTERISTICS FROM THE OCCUPATIONAL EXPLORATION QUESTIONNAIRE

Interests:

2 Business contact with people
3 Routine, concrete and organized duties - established procedure
5 Work that gives you the respect of others
0 Doing work where you can see clearly and immediately the results of your efforts.

Temperaments:

2 Duties that are repeated often and regularly according to set procedures - regular, uncomplicated routine
3 Following exact orders given by someone else, where planning and making decisions on your own are not required
5 Dealing with people who are customers or clients frequently and in depth, including gaining the cooperation of the people with whom you work
Y Attaining exact standards and/or achieving set goals by applying strict rules and procedures, including striving for perfection and dealing carefully with details

Abilities:

V-3 Understand and use words to express ideas and information
N-2 Work quickly and accurately with numbers
Q-2 Quickly check numbers and words for accuracy
M-3 Move hands skillfully and easily; for example, when handling small tools or weaving
F-3 Move small objects rapidly and accurately with fingers

Physical Activities:

S Sit most of the time and occasionally lift objects weighing less than 10 pounds
4 Reach, handle or feel objects
5 Speaking accurately and clearly
6 Hearing what others are saying or recognizing differences in sound

Environmental Conditions:

I Inside

Education and Training Routes:

3 High school graduation (present level)
5 Vocational/trade school or institute of technology - 1 year or less (willing to attain)

Note: The above list of characteristics calls for twenty lists of occupations to be read. Even though, in this exercise, students are looking for only a limited number of occupations, it may be desireable to reduce the number of characteristics in the interest of saving time.

Factor to be avoided: Environmental Condition 5 - Noise and/or vibration

Indispensable factor: Physical Activity S - Sitting most of the time

EXIT EXAMINATION/FINAL EXERCISE/SAMPLE LIST OF OCCUPATIONAL CLUSTERS FOR USE WITH SAMPLE LIST OF CHARACTERISTICS FROM THE OEQ

3315A-C	Photographers and Cameramen
8553-A	Tailors and Dressmakers
4133	Tellers and Cashiers
2353-A	Technicians in Library, Museum and Archival Science
9511-D	Typesetting and Composing Occupations
4111-A	Secretaries and Stenographers
3157-B	Dental Hygienists, Assistants and Technicians
3337	Radio and Television Announcers

METHODS AND MATERIALS OF VOCATIONAL COUNSELLING

EXIT EXAMINATION/FINAL EXERCISE/SAMPLE BIOGRAPHY OF A FICTIONAL "CLIENT"

Sandra Collins is a young widow with one child, 3 years old. She hasn't worked in four years, but, now that she's lost her husband, she must soon rejoin the labour force.

Sandra has little money and the insurance is being used up rapidly while she isn't working. She wants a job that will pay her enough to cover rent, food, clothing, and other expenses with some left over for the future, say around $750 a month. If she finds a job, she will make arrangements for child-care, but she has to find a position that is not too far from a day-care centre so that she can pick up her child after work before closing time at the centre; most centres try to close at about 6 p.m. By the same token, she has to get off work in time to get to the centre, and she must be able to take her child to the centre in the mornings before she is required to be at work.

When Sandra finds a job, it will have to be in the city where she is currently living. She has no objection to moving, but she has no extra funds with which to do so. Furthermore, even within her own city, certain areas may not work out very well, since she has no car and has to rely on other means of getting to and from her job (and the day-care centre) in a reasonable time.

Because Sandra will not be able to wait very long before she starts working, her job will have to be in an occupation for which she is already qualified and for which there are a number of opportunities in her area. Her work experience in paid positions is brief. One summer, Sandra did filing for the firm of Smithers & Hargrave; she helped rearrange the files according to a new company system for the storage of documents and, occasionally, she was asked to fill in when one of the regular typists was sick or on vacation. After that, Sandra worked for six months at the Fawcett Foundation, where she did typing, answered the phone and took messages.

After Sandra was married, she became involved with the South End Amateur Theatre Group. She made some of the costumes used in the plays and when someone was needed to keep track of all the donations and expenses of the group, she volunteered. This involved, keeping a record of the money that came in to the group from donors and performances and of the amounts that were paid out to cover costs related to costumes, props and other supplies; at the end of each month, Sandra made sure that her records balanced.

In school, Sandra had received good grades, although not brilliant ones. Math had been one of her better subjects and she had enjoyed the puzzles and games that had been one of the activities of her high school Math Club. She had been involved with drama then, too, and usually was given the responsibility of handling cash, making change and taking tickets at the door. After she had graduated from high school, she joined the South End Group.

Sandra is used to handling the household budget, and lately has worked a few miracles in that regard, now that money has become a little tight. She's hoping that times will soon be a little easier and that she'll find a job that fulfills her needs before long. Right now, it's pretty important that she finds employment, but she does want a position in an occupation where there is some possibility of eventually moving on into a more responsible, better-paying position. Having only dabbled in the labour market the first time around, Sandra now wants to become a full-fledged, experienced member of the world of work and an independent person.

INSTRUCTOR'S NOTES

METHODS AND MATERIALS OF VOCATIONAL COUNSELLING

SECTION I TEST GUIDE

1.	Interests:	likings for certain kinds of activities; "a tendency to become absorbed in an experience through concern or attraction for certain types of work activities or experiences, with accompanying rejection of contrary types of activities or experiences" (CCDO)
	Temperaments:	characteristics that indicate work activities or situations in which one feels comfortable or to which one can adapt easily; "personality qualities which remain fairly constant and reveal a person's characteristic response in terms of a preference, inclination or disposition" and "work situations which are thought to be indicative of the type of temperamental adjustment required or which require the worker to possess certain temperamental qualities" (CCDO)
	Abilities:	skills that one can learn easily or work activities that come "naturally"; "the specific capacity or potentiality required of an individual in order to facilitate the learning of the skills needed for a task or job duties" (CCDO)
	Physical Activities:	the physical tasks that one normally is called upon to carry out among the duties of a given occupation - tasks that one must be willing and able to do; "the physical requirements of the occupation and the physical capacities (specific physical traits) a worker must have to meet those requirements" (CCDO)
	Environmental Conditions:	the physical conditions and surroundings in which an occupation is normally carried out and in which one must be willing and able to work: "physical surroundings of a worker in a specific occupation" (CCDO)
	Education and Training Routes:	characteristics that describe the level and type of education and/or training that one has or is willing to attain in preparation for work in a given occupation

2. (a) Environmental Conditions
   (b) Interests
   (c) Education and Training Routes
   (d) Interests
   (e) Physical Activities
   (f) Abilities

(g) Environmental Conditions
(h) Temperaments
(i) Temperaments
(j) Abilities

3. (a) self-assessment

- user completes Occupational Exploration Questionnaire, choosing characteristics that describe him/her or the kind of work s/he is interested in;
- user consults the "Aid in Using the Occupational Exploration Questionnaire" to clarify characteristics about which s/he is not sure;
- user marks the codes of the characteristics s/he chose from the OEQ along the top of the Grid-Aid to Occupational Choices.

(A variation at this stage has users choosing characteristics from the Aid in Using the OEQ instead of from the OEQ itself.)

(b) finding occupations that fit characteristics chosen from the OEQ

- user reads through lists of occupations in the booklets for Interests, Temperaments, Abilities, Physical Activities, Environmental Conditions and Education and Training Routes, making note of attractive occupational alternatives on the Grid-Aid to Occupational Choices and placing checkmarks beside them in the columns for the characteristics they fit.

(A variation at this stage has users reading through the lists once, marking down interesting occupations on a separate sheet of paper, arranging them in numerical order of their codes on the Grid-Aid and reading through the lists again in search of the identified occupations to confirm the characteristics that they fit and fill in the appropriate columns on the Grid-Aid.)

(c) identifying possibly suitable occupations

- the number of characteristics that each occupational choice fits is determined by adding up the checkmarks beside each occupation on the Grid-Aid;
- occupational alternatives with high (but not necessarily the highest) number of characteristics matched are likely to be suitable;
- user checks that all occupational alternatives that seem suitable fulfill any characteristics that s/he considers indispensable and do not involve any characteristics s/he wishes to avoid, eliminating any occupations that do not meet these criteria. (This point need not necessarily be mentioned until #6, but can be included under #4)

4. (See checklist for introducing the ICO to clients in Instructional Manual, Methods and Materials, Section I, Unit 1, Exercise 3.)

5. Indispensable Factors

   - all occupational alternatives are checked to make sure they involve characteristics that the user cannot do without

   Avoiding Certain Environmental Conditions and Physical Activities -

   - all occupational alternatives are checked to make sure they do not involve characteristics that the user must avoid, usually Physical Activities or Environmental Conditions.

METHODS AND MATERIALS OF VOCATIONAL COUNSELLING

SECTION II TEST GUIDE

1. Prevailing wages
   Typical hours
   Demand for workers (present and future)
   Geographic location
   Qualifications required
   Advancement possibilities
   Seasonality
   Hiring procedures
   Duties
   Certification and licensing requirements
   Related occupations
   Availability of education and/or training required
   Interests
   Temperaments
   Aptitudes
   Physical activities
   Environmental conditions
   Education and training requirements
   Data-people-things relationships

2. Publications
   Unions
   Employers
   Professional associations
   Workers in a given occupation (or retired workers)
   Educational institutions
   Canada Employment Centres
   Private employment agencies
   Federal and provincial government departments (e.g. Labour)

3. Careers Provinces
   - occupation title and 7-digit CCDO code
     occupational definition
     educational requirements
     special educational requirements
     apprenticeship programs
     on-the-job training
     registration, certification, licensing
     environmental conditions
     physical activities
     work week
     earnings
     personal qualities
     future outlook
     sources of further information

A given Careers Provinces fact sheet contains information on an individual (7-digit) occupation in a particular province or territory.

Canadian Classification and Dictionary of Occupations (CCDO) -

Volume I
- occupation code and title
- industry
- data/people/things
- alternate titles
- General Educational Development (GED)
- Specific Vocational Preparation (SVP)
- Environmental Conditions
- Physical Activities
- duties
- related occupations

The above information is organized by individual (7-digit) occupation within a structure of Major, Minor and Unit Groups.

Volume II - work performed
- occupational titles in a Unit Group or cluster
- aptitudes
- physical activities
- environmental conditions
- General Educational Development
- Specific Vocational Preparation
- Interests
- Temperaments

ratings

- aptitudes and capacities (descriptions)
- training and entry requirements
- advancement and transfer possibilities
- clues for relating persons to occupational requirements

The above information is organized by occupational Unit Group (4 digits) and cluster.

Careers Canada- kind of person who most enjoys a given field of work or occupation
- nature of work
- preparation and training
- the relationships between different occupations in the same field of work
- places of work
- advancement
- future outlook
- related occupations
- how to seek employment
- publications containing related information

The above information is usually general in approach and is presented according to broad industries and fields of work.

Forward Occupational Imbalance Listing (FOIL)

- predictions of manpower shortages and surpluses, organized by province/territory and by Unit Groups (4 digits) of occupations (sometimes 7-digit individual occupations)

  details (where applicable) or shortages and surpluses, with reference to specific areas within a province/territory; turnovers; mobility problems of workers; differences in conditions between urban and rural areas; qualifications mismatches between jobs and available workers; and types of employers who may have special requirements for a given occupation

  (FOIL provides predictions for periods of 2 years.)

Canadian Occupational Forecast (COFOR)

- data on demand for workers at the Major, Minor and Unit Group levels of occupational classification for periods up to 7 years. This data is given for Canada and for each province and region, and is in statistical form.

Institutional Program Offering Tables

- post-secondary educational institutions that offer specific programs that qualify graduates for certain occupations or fields of work;

  the programs offered by specific post-secondary institutions;

  level(s) at which each program of study is offered at each institution where it is available.

4. Master List of Cluster and Occupational Codes - CCDO, Volume I

Index to Careers Provinces and Careers Canada by ICO Cluster

- Careers Provinces
  Careers Canada

5. Biologists and Related Scientists have the following characteristics:

Aptitudes

- top 10% of working population for General Learning Ability and Verbal Ability, usually for Spatial Perception and Form Perception; (1)
- top third of working population (except top 10%) usually for Spatial Perception, Form Perception and Finger Dexterity and in some cases for Numerical Ability, Eye-Hand Coordination and Colour Discrimination; (2)
- middle third of working population for Clerical Ability and Manual Dexterity, usually for Eye-Hand Coordination and Colour Discrimination and in some cases for Finger Dexterity; (3)
- bottom third of the working population for Eye-Hand-Foot Coordination; (5)

(General Learning Ability, Verbal Ability, Numerical Ability and Spatial Perception are significant aptitudes; for the occupations rated in the top 10% for Form Perception, that aptitude is significant; for the occupations rated in the top third - except the top 10% - for Colour Discrimination, that aptitude is significant.)

Physical Activities
- sitting most of the time, slight amount of lifting; (5)
- reaching, handling or feeling objects; (4)
- seeing clearly the characteristics of objects; (7)

Environmental Conditions
- inside work; (I)
- situations where there is risk of injury; (6)

General Educational Development
- 17 years of schooling or more; (6)

Specific Vocational Preparation
- more than 4 and up to and including 10 years; (8)

Interests
- doing scientific or technical work; (7)
- doing abstract or creative work; (8)
- working with things, numbers or objects; (1)

(Interests are shown in the order of their significance.)

Temperaments
- judging concrete information against measurable standards; (0)
- making judgements based on personal knowledge or experience; (9)
- attaining strict standards and achieving set goals; (Y)
- many duties that change often; (1)

(Temperaments are shown in the order of their significance.)

6. Finding an occupation in Volume I of the CCDO is a matter of determining its proper code. If one is lucky, the title will appear in the alphabetical index, from which the occupation's code and place in the CCDO system of classification can be obtained. However, if the wording of the given occupational title does not match any of the titles in the alphabetical index, it is necessary to find the desired code by determining first the Major Group in which it belongs, then the Minor Group, then the Unit Group, in which a listing for a 7-digit occupation closely resembling the one being sought likely will be found.

7. most attractive duties
education and training requirements that client is willing to meet

acceptable apprenticeship
on-the-job training
registration
certification
licensing
and other special requirements

acceptable environmental conditions
  physical activities
  future outlook for demand and supply
  salary or wages
desirable location
acceptable hours of work
preferred interests
preferred temperaments
strongest aptitudes
above items that are unattractive, unacceptable, undesirable, etc.
priorities and trade-offs among above items.

8. (a) organize the information for each occupation into a common format;
   (b) examine the information on each occupation to identify attractive and undesirable aspects;
   (c) mark positive and negative aspects for later reference;
   (d) sort and rank occupations in order of their attractiveness and desirability, comparing them for positive and negative aspects.

9.
- making client aware of the need for occupational exploration in detail before making an occupational decision;
- helping the client to determine the information s/he needs about occupations;
- making the client aware of the different kinds of information that are important in making an occupational decision;
- making the client aware of sources of information that can be used and what information they contain;
- introducing sources of information to the client and demonstrating how to use and interpret them;
- explaining the advantages and limitations of each source;
- helping clients to assess the quality of information;
- helping the client to develop the self-knowledge needed to assess occupations and to make an occupational decision;
- helping the client to assess occupational information and to reach an occupational decision;
- helping the client to determine what additional steps may be required after an occupational decision, and to put those steps into motion.

SECTION III TEST GUIDE

1. - work skills and qualifications (e.g. education, skills and experience, equipment, licenses and certificates, language, union and professional associations, citizenship, physical characteristics)
   - work tools and equipment (e.g. vehicle use, tools and other safety equipment, work clothes)
   - working behaviour (e.g. punctuality/attendance, work style, care of equipment, communication, human relations, grooming)
   - personal needs and resources (e.g. finances, legal problems, discrimination, housing, transportation, care of dependents, health, physical aids, alcohol/drugs)
   - conditions of employment (e.g. hours, earnings, geographic location, environmental conditions, etc.)
   - job-getting skills (e.g. finding job openings, telephone applications, letters of application, résumés, application forms, preparation for interviews, interview behaviour, record keeping, job search fatigue).

2. PLACE Workbook- used by clients to assess their employability with respect to a particular occupation, identify barriers and analyse the cause of those barriers; clients summarize the exact problem(s) and set goals to overcome it, choosing and implementing plans of action.

   PLACE Sourcebook On Working -
   provides clients with information about occupations, the labour market and sources of additional information. This book is used in conjunction with the PLACE Workbook, when identifying and analysing employability barriers.

   PLACE Directory to Employment-Related Programs and Services -
   lists programs and services that can help clients to overcome specific barriers to employment; suggests ways of generating additional plans of action for overcoming barriers.

3. (a) Using the Workbook, client familiarizes him/herself with employability factor and how it can be a problem in finding and keeping a job.

   (b) With an occupation in mind, client determines whether s/he has a problem with respect to the employability factor in question.

   (c) If a problem is identified, client answers supplementary questions in the Workbook to analyse the exact nature of the problem.

   (d) In "b" and "c", client consults Sourcebook on Working, if necessary, to obtain information on the occupation, the labour market and where to find more information with respect to the barrier.

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(e) On the PLACE summary and goal development sheet, client summarizes the precise problem and sets a goal to overcome it.

(f) Client repeats "a" to "e" for all employability factors in the section of the Workbook s/he is using.

(g) Client decides whether to overcome barriers or change occupation goal (if changing occupations might make a difference).

(h) If client chooses to overcome barriers, s/he uses the Directory of Employment-Related Programs and Services to find possible plans of action for the barriers in question and to find ways of generating additional strategies.

(i) Client summarizes alternative plans of action, priorizes plans (if multiple inter-related problems exist) and assesses the alternatives in order to choose the one(s) that best meets his/her needs. If no other plan is feasible, a change in occupational goal may be the only alternative that the client can choose.

(j) Client implements chosen plan(s) of action, including the mapping out of any stages involved and the setting of target dates.

(See diagram of the PLACE Process, Instructional Manual, Methods and Materials, Section III, Unit 1, Exercise 1.)

4. - clients with tentative occupation choices who seek to reach firm occupational decisions and develop plans of action to implement those decisions;
   - clients with relatively firm occupation choices who need to determine what qualifications they must acquire and how to do so;
   - clients with relatively firm occupation choices, for which they are qualified, but who are experiencing difficulty in finding and keeping a job. These clients need to determine why they are having such difficulty and to implement plans of action to overcome it.

5. - introducing PLACE to the client so that s/he understands what it does and how to use it;
   - acting as a source of information for the client, especially on the local labour market;
   - assisting the client to analyse and assess his/her employability by asking questions that clarify issues in the mind of the client;
   - assisting the client to evaluate alternative plans of action by asking questions that clarify the client's situation with respect to the alternative plans;
   - making a behavioural contract with the client for the implementation of each chosen plan of action;
   - conducting a follow-up on the client's progress in implementing each plan of action.

6. (See Checklist for Introducing PLACE to Clients, Instructional Manual, Methods and Materials, Section III, Unit 1, Exercise 4.)

SECTION IV TEST GUIDE

1. attitude - positive approach to job search, awareness of one's own responsibilities in finding a job, knowledge that there are jobs to be had, knowledge that one has something to offer to employers

   knowledge of labour market - potential employers in the area, their needs, how they should be contacted, where to find out what jobs are available

   self-knowledge- awareness of one's own abilities, skills, experience, activities and kinds of work that one likes and dislikes

   presentation to employers - personal inventory (introductory letter, résumé, information for application forms), interview skills (knowledge of the employer and questions that likely will be asked, confidence, clear expression, etc.)

2. (a) introduction to CJST and participants, discussion of expectations, formulation of common goals;
   (b) discussion of attitudes in looking for a job, sharing of experiences;
   (c) discussion of the labour market, how it works, existing conditions, sharing of experiences, group leader as source of information;
   (d) discussion of development of self-knowledge and discovering one's potential in the working world, sharing of experiences;
   (e) preparation of personal inventories in the form of résumés and introductory letters (at home, between sessions);
   (f) critiquing and improvement of résumés and letters;
   (g) role-playing to practise interview skills.

3. (See chart of group leader's role and strategies, Instructional Manual, Methods and Materials, Section IV, Unit 1, Exercise 3.)

SECTION V TEST GUIDE

1. - self-assessment and identification of possibly suitable occupations;
   - exploring information in order to make occupational decisions and plans;

2. CHOICES has two "Files" of information - Occupations and Institutions.

   The Occupations File contains 15 categories or topics of information. There are two sorts of data that make up these topics:

   - "Global Data", which is the same for a given occupation in all parts of Canada; and
   - "Sub-global Data", (e.g. earnings, future outlook) which vary for a given occupation from province to province.

   There are four access routes by which data in the Occupations File can be used:

   - Explore - occupational alternatives are identified according to the factors chosen from selected topics and input on the CHOICES computer terminal;
   - Specific - information about particular occupations is obtained with respect to selected topics;
   - Compare - two or three occupations are compared with respect to selected topics;
   - Related - occupations that are related to a given occupation are identified according to selected topics.

   The Institutions File contains data on post-secondary and training institutions. This information is sub-divided into data about the institutions themselves (e.g. location, housing availability), and data that is program-specific (e.g. admissions requirements, tuition).

   There are three access routes in the Institutions File:

   - Explore - possibly suitable institutions and programs are identified with respect to criteria chosen by the client;
   - Specific - information about particular institutions and programs is obtained with respect to selected topics;

3. Interests
   Aptitudes
   Temperaments
   Education Level
   Environmental Conditions
   Future Outlook
   Earnings
   Hours of Work/Travel
   Physical Demands

Inside/Outside Considerations
Occupational Fields
Training Required
Summary of Work
Similar Occupations

4. - client prepares for CHOICES interaction

   - carries out self-assessment by completing Travel Guide
   - consults Handbook of CHOICES in choosing topics and factors and planning CHOICES interaction (used in conjunction with Travel Guide)
   - determines order of importance of topics and order in which access routes will be used

   - client carries out CHOICES interaction at the terminal

   - uses Explore to identify alternatives
   - uses Specific, Compare and/or Related to obtain information
   - uses Master List of Occupations to identify occupations that s/he can explore in the CHOICES system and to find occupation codes for use when conversing with the computer
   - obtains list(s) of occupations (or institutions/programs) and requested information on printout

   - client compares self-information with information about alternatives in order to make decisions and follow-up plans

   - Master List of Factors can be used to compare self-information with that about occupations instead of, or in addition to, using Specific Route on Terminal.

5. Related Occupations are those identified through the Related Route of the Occupations File.

   These occupations are related to a particular one selected by the client and they are drawn from among the more than 1000 primary occupations in the CHOICES system; they usually are not related to the selected occupation in terms of duties, but rather with respect to topics chosen by the client.

   Similar Occupations is a topic that can be used in the Specific and Compare Routes of the Occupations File. These occupations are similar to particular ones selected by the client and they are drawn from among over 3000 secondary occupations in the system; in contrast with Related Occupations, they are similar to the selected occupation(s) in terms of work performed.

6. CHOICES produces lists of occupations (and institutions/programs) in the Explore Routes of the two files on the basis of the combination of the topics and factors input by the client. In this way, the number of alternatives still available to the client is narrowed down as s/he

continues to input factors. Without priorizing topics in descending order of their importance, the client will likely "zero out" (run out of remaining alternatives) very rapidly. In addition, priorization of topics and factors input enables the client to develop a list of alternatives in an orderly fashion according to the requirements that are most important to him/her, seeing what happens as each decreasingly important factor is input and going back to change answers where most appropriate. Priorized topics and factors also help the client to evaluate alternatives afterwards. Priorization is important in the Related Route for similar reasons.

7. (See Instructional Manual, Methods and Materials, Section V - CHOICES - diagram of "CHOICES Three-Step Counselling Process Overview" and "Checklist of the CHOICES Three-Step Counselling Process" - Exercise 5. The amount of detail in the checklist is not required, but the eight main points with some description and broken into the three interviews should be included in students answers.)

SECTION VI TEST GUIDE

1. - identification of occupational alternatives based on self-knowledge;
   - exploration and evaluation of occupational alternatives;
   - job search.

2. (See "Creating A Career: Background - Problems and Needs" in Instructional Manual, Methods and Materials, Section VI - Creating A Career.)

3. The decision-making strategy in Creating A Career calls for students to consider what they need to know - about themselves, about occupations, about jobs and employers; how they can find out what they need to know (about themselves: personal inventories; consulting acquaintances, tests and checklists; about occupations: "people" and "media" sources; about jobs: employers, unions, job advertisements, visits, etc.); and how good is the information.

4 (See "Creating A Career: Curriculum Outline" in Instructional Manual, Methods and Materials, Section VI - Creating A Career; or the introduction to the Career Planning Section of the Creating A Career Instructor's Manual.)

5. - self-analysis in relation to a particular employer's needs;
   - locating jobs - how the labour market works and job openings occur
     - locating and answering advertisements
     - employment agencies and school placement offices
     - personal contacts and employer canvasses
   - evaluating job openings
     - employer's expectations
     - working conditions
     - qualifications vs. requirements
   - applying for jobs
     - résumés
     - letters of application
     - application forms
     - telephone contacts
   - interview skills
     - preparation
     - behaviour

6. (a) appropriateness of Creating A Career for a given school

   - what are the objectives of the program, institution and/or course? Are career planning and job search skills among them? Can Creating A Career meet the objectives?

- Determine students' need - do they require career planning and job search skills? define students population at which Creating A Career should be aimed; determine characteristics of students to which Creating A Career should be adapted (reading level, readiness for career planning and implementation, experience with other programs)
- Environment - time, schedules
  - budget
  - expertise of instructors
  - facilities and supplies
  - acceptance by administrators

(b) maintenance of program

- acquisition of materials
- orientation of other instructors and staff
- scheduling of CAC in school timetable
- making students aware of availability of CAC
- enrolling students

(c) orientation of school staff

- creation of awareness of CAC
- development of interest in CAC and what it can achieve
- development of commitment to CAC as important part of school's curriculum
- stimulation of action to assist in CAC

METHODS AND MATERIALS OF VOCATIONAL COUNSELLING

FINAL EXAMINATION GUIDE

1. I: self-assessment and identifying possibly suitable occupations

   - Index to Canadian Occupations
   - CHOICES
   - Creating A Career (Exploring Occupations Kit)

   II: exploring occupations by gathering and evaluating occupational information

   - Careers Provinces
   - Canadian Classification and Dictionary of Occupations
   - Careers Canada
   - Canadian Occupational Forecast
   - Forward Occupational Imbalance Listing
   - College and University Program Tables
   - CHOICES

   (Creating A Career is used at this stage for strategies, but it does not provide information on occupations, themselves.)

   III: employability assessment and plans of action to overcome employment barriers

   - PLACE

   IV: job search skills

   - Creative Job Search Technique
   - Creating A Career

2. (This question refers to CHOICES and it calls for a description of each of the access routes and the purposes to which they can be put - e.g. the kinds of clients who could benefit from them. See CHOICES Counsellor's Manual, "Routes to CHOICES Information", pp. 28-41 of Chapter II).

3. (See Section VI Test Guide, #4.)

PART II - because the materials to be provided to students for this exercise would give away part of the answer to Part I, #1, this exercise should not be begun until PART I has been completed and its answers handed in.

EXIT EXAMINATION/FINAL EXERCISE/GUIDE

If all of the foregoing characteristics and occupational clusters are used in the exercise, students should discover the following:

Occupational Cluster	Characteristics Matched	Frequency
3315A-C	Int. 0; Temp. 5; Abil. F-3, M-3; PA 456; EC I; ETR 3	9
8553-A	Int. 0; Temp. 5Y; Abil. M-3; PA 4; EC I; ETR 3	7
4133	Int. 23; Temp. 25Y; Abil. V-3, N-2, Q-2, F-3; PA S456; EC I; ETR 3	15
2353-A	Int. 0; Temp. Y; Abil. F-3; PA 4; EC I	5
9511-D	Int. 3; Temp. 23Y; Abil. M-3; PA 4; EC I (Abil. F-4; ETR 2)	7 (9)
4111-A	Int. 2; Temp. 5Y; Abil. V-3, Q-2, F-3; PA S456; EC I; ETR 35	13
3157-B	Int. 2; Temp. 35Y; Abil. V-3, F-3, M-3; PA 456; EC I; ETR 5	12
3337	Int. 5; Temp. 5; PA 456	5

(The characteristics in parentheses beside 9511-D are next lower levels for Ability F-3 and ETR 3. Next lower levels usually should be checked in Abilities and Education and Training Routes, since the user fits them, as well as the levels s/he chooses.)

Factor to be avoided EC 5 eliminates 2353-A and 9511-D, which likely would be dropped anyway, due to relatively low frequency totals. Indispensable factor PA S eliminates all but 4111-A and 4133 (a higher rate of elimination than usual).

EXIT EXAMINATION/FINAL EXERCISE/GUIDE/SAMPLE BIOGRAPHY OF A FICTIONAL "CLIENT"

From the information in the foregoing biography, Sandra is in particular need of exploring the following kinds of information about her occupational alternatives:

earnings
geographic location
hours of work
required qualifications
demand
advancement possibilities

Potential barriers to employment have to do with:

care of dependents
finances
transportation

Sandra's résumé would probably stress her experience - employed, volunteer and in the home - with secretarial and money-related functions. Her filing, typing and reception duties are important for secretarial positions. Her bookkeeping experience with the theatre group, as well as her handling of money in high school and in her home will stand her in good stead for teller/cashier jobs; her mathematical ability in high school should also be mentioned in this connection. Employers would also be impressed by her career aspirations and commitment to the labour market, the suggestion being that Sandra is likely to stay around for a while.

APPENDIX B
METHODS AND MATERIALS OF VOCATIONAL COUNSELLING

COURSE OUTLINE

When given as a half-course, the course on Methods and Materials of Vocational Counselling is very intense. Thus, the following outline has been drawn up as an example of what territory should be covered each week of a twelve-week course that meets once a week for three hours; suggestions of material that students should cover out of class as assignments also are provided. Some flexibility in this outline is possible, but not much; thus the outline will have to be followed very closely.

The following outline breaks the course into six 2-week sections:

I. Self-assessment and identification of occupational alternatives (Index to Canadian Occupations);

II. Exploring occupations and assessing occupational information (Careers Provinces, CCDO, Careers Canada, FOIL, COFOR, CUP);

III. Employability assessment (PLACE);

IV. Job Search (Creative Job Search Technique);

V. Computerized occupational exploration (CHOICES);

VI. Curriculum-based vocational guidance (Creating A Career).

Note that sections V and VI may be given in reverse order to allow for adequate CHOICES terminal availability through simultaneous instruction of two segments of the class - one covering CHOICES and then Creating A Career, the other Creating A Career followed by CHOICES.

Because of the rapid pace that is required to cover all of the material in twelve weeks, there is an ever-present danger of some or even all of the sections will be given short shrift. Clearly, this problem must be avoided, but an added measure that is highly recommended is to make additional time available to students through tutorials and similar devices.

METHODS AND MATERIALS OF VOCATIONAL COUNSELLING

COURSE OUTLINE

WEEK 1: Course introduction
Section I Stimulus Exercise
I.1.1-2 (ICO: OEQ, use of grid-aid and booklets of occupation lists)

Assignment:
- read ICO Counsellors' Guide, pp. 2-12, 15-21
- make checklist of the points that should be covered when introducing the ICO to a client

WEEK 2: I.1.3 (review checklists; role-play introductions of ICO to clients and interpretation of grids)
Section I Test
Section II Stimulus Exercise
II.1.1 (Careers Provinces)

Assignment:
- I.1 Evaluation (ICO)
- II.1 Evaluation (Careers Provinces)
- read "...Knowing the CCDO" (esp. pp. 18-67, 73-77 and 84-95)

WEEK 3: II.2.1-4 (CCDO - Exercise 4 can be omitted, if necessary)

Assignment:
- completion of information-gathering from CCDO
- II.2 Evaluation (CCDO)
- familiarize with Careers Canada, FOIL, COFOR and CUP materials and record information from these sources on OERS, if possible.

WEEK 4: II.3.1 (Careers Canada)
II.4.1-2 (FOIL and COFOR)] Review what students read
II.5.1 (CUP)
Give students a chance to revise their OERSs
II.6.1 (Assessment of Occupational Information)
II.7.1 (Using Occupational Information with Clients)
Section II Test

Assignment: II.3 Evaluation (Careers Canada)
II.4 Evaluation (FOIL & COFOR)
11.5 Evaluation (CUP)
11.6 Evaluation (Assessment of Occupational Info)
II.7 Evaluation (Using Occupational Info with Clients)

- read R.F. Mager, Preparing Instructional Objectives
B. Rosove, "Client-focussed Counselling Objectives"
PLACE Counsellor's Guide
Stimulus from Exercise 1 (What problems in being employable are described and how might they be solved?

- familiarize with PLACE Workbook, PLACE Sourcebook of Working and PLACE Directory (esp. the Sourcebook, which is a user's guide of sorts).

WEEK 5: PLACE 1-3 (introduction, stimulus, completion of Workbook, employment barriers, plans of action)

Assignment:
- read PLACE Counsellor's Guide
- make checklist for introducing PLACE to clients
- read W. Dyer & J. Vriend, "A Goal-Setting Checklist for Counsellors"
- review R.F. Mager, Preparing Instruction Objectives and B. Rosove, "Client-focussed Counselling Objectives"
- read at least one more article from Employability Problem-Solving Bibliography.

WEEK 6: PLACE 4 (review checklists, role-plays of introductions of PLACE to clients)
PLACE Test

Assignment:
- PLACE Evaluation
- read stimulus from Exercise 1 of CJST unit (What issues are suggested as being important to an effective job search? What was the person described doing wrong? What was he doing that would help his job search?)
- read "CJST Is...1,2,3," and "CJST: Women Returning to Work"
- prepare résumés
- read at least one book listed on Job Search Bibliography (not counting Jacquish, Nutter and Zunin)

WEEK 7: CJST 1-2 (introduction, stimulus, job search discussions, sound-slide show, job search tools, interview skills and role-playing; review résumés and give students a chance for revision)

Assignment:
- read "How a Session is Conducted and Practical Consideration";
  "Theoretical Considerations on Groups";
  at least one item from Group Counselling Bibliography

WEEK 8: CJST 3 (leading group discussions, chart of group leaders' roles and strategies and sequence of CJST process)
CJST 4 (practise of leading group discussions on job search if possible)
CJST Test

Assignment: CJST Evaluation

If CHOICES is to be covered next:
- read CHOICES Counsellor's Manual, pp. 1-53
- complete Travel Guide using CHOICES Handbook

If Creating A Career is to be covered next:
- familiarize with Creating A Career Student's Workbook and Instructor's Manual

- read introduction to CAC Instructor's Manual, Sections I and II
- read A Career Planning Guide, Chapters 1-6

WEEK 9: CHOICES 1 (initial interaction with terminal should be brief, but omit it only if necessary)
Give students a chance to revise their Travel Guides
CHOICES 2-3 (interaction with the terminal should be with the group as a whole, rather than with individuals; practise with Explore, Specific, Compare and Related will have to be collapsed into one session)
CHOICES 4 (brief explanation, no interaction except with the scripted version of Institutions File if possible)

Assignment:
- read CHOICES Counsellor's Manual, pp. 54-95
- make checklist of CHOICES 3-Step counselling process

WEEK 10: CHOICES 5 (review checklists; role-plays of counselling process)
(CHOICES 6 - omit)
CHOICES Test

Assignment: CHOICES Evaluation
If Creating A Career is to be covered next, see Week 8 above.

WEEK 11: Creating A Career 1-2 (CAC introduction, background, curriculum outline, program materials, chart of CAC process and needs met, selected activities from CAC Student's Workbook on development of self-knowledge and occupational alternatives)

Assignment:
- read A Career Planning Guide, Chapters 7-10
- read A Job Search Guide, Chapters 1-4, 10-12

WEEK 12: Creating A Career 3-5 (occupational exploration and decision-making, job search skills, implementation in schools)
Creating A Career Test
Creating A Career Evaluation

Assignment: If CHOICES is to be covered next, see Week 8 above.

Wrap-up of course, loose ends, etc.

(Note that, because the class may be divided in two to cover CHOICES and Creating A Career, one group covers CHOICES in Weeks 9 & 10 while the other covers Creating A Career, and then the first group covers Creating A Career while the second group covers CHOICES.)

FINAL EXAMINATION